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ABSTRACT

This volume, developed for an introductory course in Gulf Arabic, utilizes the dialect of Abu Dhabi, a leading member of the Federation of Arab Emirates on the Persian Gulf. Although specifically developed for the University of Arizona Environmental Research Laboratory personnel, it can be used as a beginning textbook for college students and petroleum companies whose interests are linguistic, historical, economic, political, or social. Each of the 22 units contains: (1) a dialog or basic text built around a single topic of interest, (2) a translation of the text into English, (3) new vocabulary occurring in the text, (4) additional vocabulary related to the vocabulary in part three, (5) new grammatical points in the text, (6) pronunciation (included in the first 9 units only), and (7) practice drills. Unit 15 provides a review, and an Arabic-English glossary is appended. (Author/MD)

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BASIC GULF ARABIC

Based on

Colloquial Abu Dhabi Arabic

by

HAMDI A. QAFISHEH

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University of Arizona
Environmental Research Laboratory
Tucson, 1970

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Preface

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Tucson, 1970 HAMDI A. QAFISHEH

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INTRODUCTION

1. The Arabic Language

In the Arab world, colloquial dialects vary not only from country to country and town to town, but even from village to village. Strictly speaking, we cannot speak of a colloquial dialect of a particular country or town or village, because speakers of a particular dialect differ among themselves, mainly due to their educational and cultural backgrounds. In addition to these colloquial dialects, there is a superposed standard language commonly referred to as Modern Standard Arabic[1], the revered language of pre-Islamic poetry, the Koran, and the medieval classics of Arabic literature[2].

MSA is learned by Arab students after their initial acquisition of a colloquial dialect of spoken Arabic. It is used on formal and less formal occasions--speeches, discussions, debates, news broadcasts, and in schools and universities, being the medium of instruction. Furthermore, newspapers and textbooks all over the Arab world are written almost exclusively in MSA.

Differences between MSA and the colloquials are apparent in phonology and morphology, for the most part a matter of deletion of MSA inflections; e.g., case inflections, dual forms for pronouns and verbs, and feminine plural inflections of personal pronouns and verbs of MSA are not present in most of the colloquials. Syntactic features of MSA and any colloquial dialect of Arabic are the same.

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[1] Other names currently used are "Contemporary Arabic," "Contemporary Standard Arabic," "Modern Literary Arabic," etc. The name abbreviated MSA, however, is intended to represent the language both spoken and written.

[2] For a more detailed introduction to this literary language, see "ᶜarabiyya," Encyclopedia of Islam, New Edition, pp. 561-574.

Gulf Arabic is based on the dialect of Abu Dhabi, a leading Trucial State on the Arabian Gulf. There is a lot in common between ADA and the rest of the Eastern Arabian dialects. The Eastern Arabian dialect group comprises Kuwaiti, Baḥraini, Qaṭari, and the dialects of the Trucial Coast.

> The fact that these differences exist, however, should not be allowed to obscure the fact of their essential unity as a dialect group. The coastal dialects from Kuwait to Khor Fakkan have many more features in common than differences, and can be clearly distinguished as a group from the dialects of Oman, S.W. Arabia...[3]

Much has been written on the history and politics of the Arabian Gulf area, but few language textbooks have been published. Those language textbooks are limited in scope and lack a modern linguistic treatment. The grammatical drills are limited in number and type and are unsuitable for classroom use.

2. The Informants

My informants are three pure natives of Abu Dhabi. They are at present completing in English and in the operation of power/water/food facilities at the University of Arizona. As other Abu Dhabians, they have come in direct contact with a lot of Arab immigrants--Egyptians, Palestinians, Lebanese, Syrians, and Iraqis. The influence of the dialects of those immigrants on the Abu Dhabi dialect has been so great that the natives look down upon their pure dialect and they are conscious of its inferiority to the more prestigious dialects of urban centers in the Arab world or MSA. It is doubtful that the Abu Dhabi dialect will survive for a long time due to the influence of the dialects of other speakers. The author has run across contrast of styles in the same speaker on different occasions. It must be pointed out, however, that preference is given to pan-Arabic koine over pure ADA in the matter of vocabulary. To illustrate: If, during the course of checking, an informant is asked to give the ADA word for *we*, he would say *niḥna*. If he is caught on the run, he might use *ḥinna* instead of *niḥna*. In this case *niḥna* would be adopted.

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[3] T. M. Johnstone, Eastern Arabian Dialects, London: Oxford University Press, 1967, p. 18.

3. *Arrangement of the Materials*

Each unit in the textbook is divided into the following:

a. *Dialogs and Basic Texts*. There are more dialogs than basic texts. Both dialogs and basic texts cover a variety of subjects of interest. The subjects are chosen arbitrarily. Though the textbook is basically geared to the purposes of the University of Arizona Environmental Research Laboratory personnel, it can be used as a beginning textbook for college students and petroleum companies whose interests are linguistic, historical, economic, political, or social.

b. *Vocabulary*. This section contains the new vocabulary items that occurred in the dialog or the basic text. The vocabulary items are arranged according to the order in which they occur in the dialog or basic text.

c. Additional Vocabulary These are additional vocabulary items which are related to Vocabulary above in one way or another. Students should be held responsible for the meanings of these vocabulary items. Tight control is kept on vocabulary in b. and c. Frequency of occurrence helps the student's grip on those words.

d. Grammar. Grammar is not presented in a systematic way. The aim is not to give a formal and complete description of the whole grammar of the Arabic language. Instead, the new grammatical constructions are explained to the students so that they might understand the particular structure involved. The student is warned against ungrammatical phrases or sentences, which are starred. Examples illustrating the grammatical structures are cited from the lesson.

e. Pronunciation. Sounds that are similar in ADA and English are not presented. Those sounds are represented by the following symbols: b, t, θ, j, d, δ, z, s, ʃ, f, k, m, n, h, w, and y. Two detailed pronunciation lesson plans are presented in Unit 1. They are model plans; reference is made to them in subsequent units. This phonology part is in the first nine units only.

f. Drills. The drills provide practice in using the items that have been introduced in the lesson. Furthermore, they are used to illustrate the grammatical points in the lesson. These drills are not limited in number and type. The minimum number of drills in a lesson is 9; the maximum is 18 and the average is 14. Each drill contains at least 15 items. As to type of drill, there are at least ten types. The most frequent are Transformation and Variable Substitution drills.

Unit 15 is review--the only review unit in the whole textbook. It was felt that review was not necessary since vocabulary items and grammatical patterns are carefully repeated throughout. Unit 16 introduces a heavy dosage of past tense verbs. To lessen the burden of Unit 16, Unit 17 introduces no new vocabulary or past tense verbal expressions.

Aural Comprehension exercises have been found very useful. As to the matter of how to teach aural comprehension, it is suggested that the teacher read the passage slowly, clearly, and carefully twice. Students listen. Understanding of the passage is checked by asking questions or by true-and-false statements. After the student's understanding of the passage has been checked, students are encouraged to reproduce the passage by the help of key-words at this early stage. There are seven aural comprehension passages in the whole text.

4. How to Use the Materials

In order to achieve the best results, it is suggested that the course be taught by a language specialist trained in contrastive analysis, preferably a native speaker of a variety of Arabic and an informant. Such a language specialist is cognizant of the implications of contrastive analysis for different types of teaching programs and is better equipped to better guide his students, for if an error is made, he will understand the cause, and will be able to construct illustrative examples, and present corrective drills. Lectures concerning the differences between the target language and the native language should not replace drill in the patterns or structures in the language. But the simplicity (or complexity) of the rules to be learned in the target language is an important factor. For example, a student coming from English, in which adjectival modifiers almost always precede the noun-head, will have some difficulty learning a language like Arabic where they always follow the noun-head, but he will have more difficulty learning the structure Cardinal numeral + N, where the cardinal changes according to the gender of the noun counted (switch gender) and the cardinal numeral is sometimes singular and sometimes plural, thereby creating a split in the branching properties of the modifiers. It has been found that a split, involving a part similarity between corresponding structures of the target language and the native language, is likely to be more difficult than a straightforward reversal where there is no similarity at all.

The following recommendations are offered to the teacher:

a. Read the Dialog or Basic Text slowly, clearly, and carefully twice. Students listen.

b. Break the passage into short sentences or phrases, and have students repeat after you. Encourage students to take turns and act the passage out. Do not spend too much time on the passage at this stage.

c. For the following day ask students to listen to the tape and try to commit the Dialog or Basic Text to memory. Memorization is very useful in foreign language learning.

d. In Drills, put the pattern sentence or phrase on the board. Draw the students' attention to it. Explain the grammatical point involved. It is recommended that books be shut throughout. If a student makes an error, do not stop him but lead him to the correct answer.

e. At the beginning of each teaching period, begin the lesson by asking questions of a general nature. These questions can be taken from previously learned materials. Examples of such questions are: What's your name? How are you? What's today? What time is it? Do you study Arabic every day?...etc. Beginning a lesson in this manner has the following advantages:

(i) It gives the students a sense of continuity in the lessons.

(ii) It organizes and enlivens the students' attitude to the whole subject.

(iii) It gives the students further practice in many useful structures, words and everyday expressions.

f. Do not use English unless needed. Translation is a means and not a method. While translation might be used only for content-words, it should never be used for structures, which should be taught in context and practiced.

TRANSCRIPTION

The transcription adopted in this textbook is a modified version of the romanization system used by the Library of Congress for the cataloging of all Arabic writings. It is as follows:

Consonants

Symbol	*Approximate English Equivalent*
'	(glottal stop)
b	*b* in *big*
t	*t* in *still*
θ	*th* in *thin*
j	*j* in *Jim*
ḥ	---
x	(Scottish *ch* in *loch*)
d	*d* in *dam*
δ	*th* in *this*
r	(Spanish or Italian *r* in *caro*)
z	*z* in *zip*
s	*s* in *sip*
ʃ	*sh* in *ship*
ṣ	---
ṭ	---
δ̣	---

c	---
γ	---
f	f in fat
q	---
k	k in skip
l	---
m	m in man
n	n in nine
h	h in hot
w	w in win
y	y in yet

Short Vowels

i	i in bit
e	e in men
o	---
u	oo in hook

Long Vowels

ii	ea in heat
ee	---
oo	au in caught
uu	oo in moon

ABBREVIATIONS AND SYMBOLS

Abbreviations

Adj.	adjective	imp.	imperative
coll.	collective	lit.	literally
conj.	conjunction	m.	masculine
f.	feminine	p.	plural
e.g.	for example	prep.	preposition
s.	singular		

Symbols

ADA	Abu Dhabi Arabic
C	consonant
C_1	the first consonant
C_2	the second consonant
C_3	the third consonant
C_1a	the first consonant followed by the vowel a.
MSA	Modern Standard Arabic
N	noun
S	student
T	teacher
*	indicates an ungrammatical utterance
( )	item enclosed is optional or explanatory

UNIT 1

I. DIALOG

'as-salaamu ^{c}aleek

mḥammad: 'as-salaamu ^{c}aleek.

jim: ^{c}aleek is-salaam.

mḥammad: 'ismii mḥammad. ʃuu 'ismak?

jim: 'ismii jim.

mḥammad: keef ḥaalak?

jim: 'al-ḥamdu lillaah. bxeer ʃukran. w 'inta keef ḥaalak?

mḥammad: bxeer ʃukran.

jim: fii maanillaah.

mḥammad: ma^{c} is-salaama.

II. TRANSLATION

Peace Be Upon You

Mohammad: Peace be upon you.

Jim: Peace be upon you.

Mohammad: My name is Mohammad. What is your name?

Jim: My name is Jim.

Mohammad: How are you?

Jim: Thanks be to God. Fine, thank you. And how are you?

Mohammad: Fine. Thanks.

Jim: Good-bye. (in God's care)

Mohammad: Good-bye. (with safety)

III. VOCABULARY

salaam	peace (m.)
^{c}ala	on
^{c}aleek	on you (m.s.)
'ism	name (m.)
ʃuu?	What?
keef?	how?
ḥaal	condition (m.)
'al-	article prefix = the
ḥamd	praise (m.)
li-	to, belonging to
'allaah	God
ʃukran	thank you
wa	and
fii	in
ma^{c}	with
salaama	safety

IV. ADDITIONAL VOCABULARY

^{c}aleetʃ	on you (f.s.)
ḥaalitʃ	your (f.s.) condition
yoom	day (m.)
'al-'iθneen	Monday
'al-yoom	today
marḥaba	Hi!

V. PRONUNCIATION

Drill 1

short a and long aa

A long vowel in ADA Arabic is twice as long as a short vowel in pronunciation. Arabic and English long vowels should not be equated. It is vowel length in Arabic that is the distinctive feature. In English, the distinctive feature is vowel quality. Long aa in Arabic is pronounced more or less like the a in English bag or jab. Short a is half as short.

In the following exercise exaggerate, for the time being, the length of aa, and make short a short and abrupt in production; otherwise, you will fall into the pitfall of confusing short and long vowels.

a. Listen; do not repeat:

baab	bab	faan	fan
daan	dan	kaan	kan
kaaf	kaf	maad	mad
waan	wan	baat	bat
faat	fat	haat	hat

b. Listen and repeat after model: baan - ban, daan - dan, etc.

c. Teacher makes a random selection of words from the above. Students are asked to indicate under aa and a words that have those sounds.

e.g. teacher says baab; students write 1 under aa; teacher says ban; students write 2 under a, etc.

d. Teacher gives, for example, a word with long aa; students give the corresponding word with short a.

Example: Teacher: baan
Student: ban
Teacher: bab
Student: baab

e. Listen and repeat. Do the same words again in pairs.

Drill 2

Arabic l

In the speech of most Americans the l is a velarized or dark l. During the pronunciation of l the tip of the tongue touches the tooth ridge, and the middle of the tongue is low. ADA l does not have this velarized quality except in a few words, e.g. 'allaah 'God'.

In the following drill the first word in each pair is a meaningful English word, and the second word is a transcription of a meaningful ADA word.

hail - heel
mail - meel
mill - mil
Bill - bil
wail - weel
la - laa
lamb - laam
late - leet
laugh - laaf

luke - luuk
lack - laak
lad - laad
loaf - loof
lawn - loon
lace - lees
Selma - salma
ballad - balad
O'Malley - 'umaali

The same procedure as in Pronunciation Drill 1, a, b, and c is followed.

d. Teacher gives an English word, and students give the corresponding Arabic word.

e. Teacher says only the Arabic words. Students repeat.

f. Listen and repeat:

salaam, 'as-salaam, ᶜaleek, ḥaalak, ḥaalitʃ, ᶜaleekum, 'al-ḥamdu, lillaah, fii maanillaah, 'is-salaamah.

Drill 3

Arabic ᶜ

The Arabic ᶜ is a voiced pharyngeal fricative. It is a difficult sound. During the pronunciation of ᶜ the muscles of the pharynx are tightened. This causes constriction of the throat. The best guide is the teacher (or tape) whom a student should try to imitate.

jaa	jaaᶜ	muu	muuᶜ
daa	daaᶜ	juu	juuᶜ
ʃaa	ʃaaᶜ	rii	riiᶜ
kuu	kuuᶜ	mii	miiᶜ
buu	buuᶜ	bii	biiᶜ

The same procedure in Pronunciation Drill 1 is followed.

Drill 4

Contrast between ' and ᶜ

'al - ᶜal	sa'al - saᶜal	jaa' - jaaᶜ
'aj - ᶜaj	na'al - naᶜal	daa' - daaᶜ

'an - ^{c}an	raa'id - raa^{c}id	raa' - raa^{c}
'alaa - ^{c}alaa	faa'il - faa^{c}il	bada' - bada^{c}

Follow the same procedure as in Pronunciation Drill 1.

VI. GRAMMAR

1. Equational Sentences

'al-yoom il-'iθneen.	'Today is Monday.'
'ismii mḥammad.	'My name is Mohammad.'
'as-salaamu ^{c}aleek.	'Peace be upon you.'

The three sentences above are examples of equational sentences. The subject in each of these sentences is a noun. The predicate is either a proper noun or a prepositional phrase: 'al-'iθneen 'Monday, mḥammad 'Mohammad', and ^{c}aleek 'upon you.' Notice that the predicate does not contain the verb 'to be.' Other types of equational sentences will be presented later.

2. Suffixed Pronouns

Nouns in ADA can have pronominal suffixes attached to them. These pronominal suffixes or suffixed pronouns, when attached to nouns, indicate possession:

'ismii (-ii) 'my name'
'ismak (-ak) 'your (m.s.) name'
'ismitʃ (-itʃ) 'your (f.s.) name'

Suffixed pronouns can also be attached to prepositions. The preposition ma^{c} 'with' can have the following suffixes:

ma^{c}ii (-ii) 'with me'
ma^{c}ak (-ak) 'with you (m.s.)'
ma^{c}itʃ (-itʃ) 'with you (f.s.)'

The preposition ^{c}ala 'on' takes a special form before these suffixes:

^{c}alayy	'on me'
^{c}aleek	'on you (m.s.)'
^{c}aleetʃ	'on you (f.s.)'

3. The Definite Article

The definite article 'al 'the' in ADA, as well as in any other form of Arabic, is a prefix. It takes several shapes depending upon the position of the noun to which it is suffixed. For the present moment, learn the following:

'al- + salaam	'peace'	'as-salaam
'al- + salaama	'safety'	'as-salaama

but:

'al- + ḥamd	'thanks, praise'	'al-ḥamd
'al- + 'ism	name'	'al-'ism
'al- + ḥaal	'condition, state'	'al-ḥaal

The l of the article is assimilated to dental and front palatal consonants:

'al- + salaam	'as-salaam
'al- + salaama	'as-salaama

If the article prefix is preceded by a consonant, the 'a changes into i. Examples: ^{c}aleek is-salaam 'Peace be upon you', ma^c is-salaama 'Good-bye', keef il-ḥaal? (lit. 'How is the condition?') 'How are you?'

The article prefix in Arabic and the definite article the in English are not to be equated. It helps at this stage to keep in mind the following:

a. A common noun in ADA can be modified by the prefixation of the article 'al- 'the' to it to indicate a state of determination. This article prefix is related to two categories:

i. Non-specified (generic):

'al-yoom	'day' (in general)
'al-'ism	'name' (in general)
'al-ḥaal	'condition' (in general)
'as-salaam	'peace' (in general)

ii. Specified

'al-yoom	'the day; today'
'al-'ism	'the name'

b. Abstract nouns used in a general sense normally take the article prefix in ADA: 'as-salaama 'safety', 'as-salaam 'peace', 'al-ḥaal 'condition, state', 'al-ḥamd 'praise'.

4. The particle wa 'and' is reduced to w in normal speech: w inta 'and you'.

VII. DRILLS

Drill 1 Chain Drill

Each student repeats the sentence: 'ismii (jim) 'My name is (Jim)' in turn, substituting his own name for the name in parenthesis.

Example: 'ismii jim.
'ismii naansii, etc....

Drill 2 Chain Drill

Repeat Drill 1 by making a statement, and then asking a question.

Example: 'ismii jim. ʃuu 'ismak? 'My name is Jim. What is your name?'
'ismii mḥammad. ʃuu 'ismak?

Drill 3 Substitution Drill

	(1)		(2)
'ismii	mḥammad	'ismii	samiira
	'aḥmad		faaṭma
	'ibraahiim		ṣaara
	saalim		salwaa
	^{c}abdalla		laylaa
	ḥamad		maryam

a. Substitute for 'aḥmad all the proper names in (1).

b. Substitute for mḥammad all the proper names in (2)

c. Substitute for mḥammad names from either (1) or (2).

Drill 4 Chain Drill

Example: S_1: keef ḥaalak?

S_2: 'al-ḥamdu lillaah. bxeer ʃukran. w inta keef ḥaalak?

S_3: 'al-ḥamdu lillaah bxeer ʃukran. w inta keef haalak?

S_4: etc., etc., etc.,

Drill 5 Question - Answer

1. keef ḥaalak?
2. keef ḥaalitʃ?
3. ʃuu 'ismak?
4. ʃuu l-yoom?
5. marḥaba!
6. keef ḥaalak il-yoom?
7. ʃuu ma^{c}ak?
8. ʃuu ismitʃ?
9. ʃuu ma^{c}itʃ?
10. w inta ʃuu ma^{c}ak?

UNIT 2

I. DIALOG

min ween?

^{c}abdalla: ṣabaaḥ il-xeer!

wilyam : ṣabaaḥ il-xeer! 'ahlan wa sahlan.

^{c}abdalla: keef ḥaalak?

wilyam : 'al-ḥamdu lillaah. bxeer ʃukran.

^{c}abdalla: keef il-^{c}aayla.

wilyam : kullahum bxeer. ʃukran.

^{c}abdalla: 'ana min 'abu ḍabi. min ween 'inta?

wilyam : 'ana min 'amriika. 'ana 'amrikaani.

^{c}abdalla: ʃuu ʃuγlak? ʃuu ^{c}amalak?

wilyam : 'ana muhandis.

II. TRANSLATION

Where from?

Abdalla : Good morning!

William : Good morning! Welcome!

Abdalla : How are you?

William : I am fine. Thanks

Abdalla : How is the family?

William : They are all fine. Thank you.

Abdalla : I am from Abu Dhabi. Where are you from?

William : I am from America. I am American.

Abdalla : What is your work? (job)

William : I am an engineer.

III. VOCABULARY

ṣabbaḥ	morning (m.)
^{c}aayla	family (f.)
kull	all of; the whole of
kullahum	all of them (m.p.)
'ana	I
min	from
ween?	where?
'inta	you (m.s.)
'amriika	America (f.)
'amrikaani	American (m.)
ʃuγul	work (m.)
^{c}amal	job (m.)
muhandis	engineer (m.)

IV. ADDITIONAL VOCABULARY

muhandisa	engineer (f.)
'aθ-θalaaθa	Tuesday
'al-'arba^{c}a	Wednesday
kullana	all of us
kullakum	all of you (m.p.)
'inti	you (f.s.)
huwa	he; it (m.)
hiya	she; it (f.)
'abu δ̣abi	Abu Dhabi
labnaan	Lebanon
'al-'urdun	Jordan

'al-kweet	Kuwait
'al-^{c}iraaq	Iraq
qaṭar	Qatar
'iiraan	Iran, Persia
dubayy	Dubai
suurya	Syria

V. PRONUNCIATION

Drill 1

Short u and long uu

kuul	kul	byuut	byut
ʃuuf	ʃuf	duus	dus
^{c}uud	^{c}ud	fuuf	fuf
muun	mun	juu^{c}	ju^{c}
muu^{c}	mu^{c}	duur	dur

The same procedure in UNIT 1, Pronunciation Drill 1 is followed.

Drill 2

Arabic s and ṣ

The point of articulation for both s and ṣ is the same. In the production of Arabic s, the tip of the tongue is closer to the teeth than it is for the production of English s. Arabic ṣ is the emphatic counterpart of s; it is velarized--the back part of the tongue is made more tense. A close approximation of Arabic ṣ is cs in English Tucson. Notice the effect a velarized consonant has upon neighboring vowels.

Contrast between s and ṣ

sabaaḥ	ṣabbaḥ	suus	ṣuuṣ
sab	ṣab	suuf	ṣuuf
saf	ṣaf	siid	ṣiid
sid	ṣid	sooy	ṣooy
seer	ṣeer	sen	ṣen
saar	ṣaar	soom	ṣoom

Follow the same procedure as in Unit 1, Pronunciation Drill 4.

Drill 3

Contrast between ' and ^{c}

'al - ^{c}al	sa'al - sa^{c}al	jaa' - jaa^c
'aj - ^{c}aj	na'al - na^{c}al	daa' - daa^c
'an - ^{c}an	faa'il - faa^{c}il	raa' - raa^c
'ad - ^{c}ad	maa'il - maa^{c}il	bada' - bada^c
'abuu - ^{c}abuu	raa'id - raa^{c}id	mala' - mala^c

Follow the same procedure in Unit 1, Pronunciation Drill 1.

Drill 4

Arabic ḥ

Arabic ḥ is a voiceless pharyngeal fricative. Unlike English h, it is pronounced with greater force. The tongue for h is relaxed; for ḥ it is tensed. For the production of ḥ root of the tongue is near the back of the pharynx. Several ways have been suggested for the production of ḥ. An effective way is to practice saying hey you as loud as possible and with the ḥ as deep as possible in the throat.

haal	ḥaal	laham	laḥam
hamad	ḥamad	mhammad	mḥammad
haaf	ḥaaf	'ahmad	'aḥmad
heel	ḥeel	baah	baaḥ
huul	ḥuul	saah	saaḥ

Follow the same procedure in Unit 1, Pronunciation Drill 1.

VI. GRAMMAR

1. The phrase 'ahlan wa sahlan 'you are welcome!' ('ahl 'folks' sahl 'plane; easy') implies "You have come to people who are your folks and to a plane piece of land," i.e., one that is not bumpy or one that has no elevation or depression. It is used:

   a. As a courtesy expression as in this lesson.

   b. As a welcoming expression to someone who calls on you at home or in your office.

   c. As a response, especially in some other Arab countries, to ʃukran 'thank you'.

   d. As a response after someone has been introduced to you. In this case it is used for 'Nice meeting you.'

2. Suffixed Pronouns: -ahum, -ana, -akum

The word ʃuγul 'work' can take the following suffixed pronouns: (ʃuγul and ʃuγl 'work' are used interchangeably.):

ʃuγlii	'my work'	ʃuγlitʃ	'your (f.s.) work'
ʃuγlak	'your (m.s.) work'	ʃuγlahum	'their (m.p.) work'
ʃuγlakum	'your (m.p.) work'	ʃuγlana	'our work'

With the preposition ma^{c} 'with' we can have the following forms:

ma^{c}ii	'with me'	ma^{c}itʃ	'with you (f.s.)'
ma^{c}ak	'with you (m.s.)'	ma^{c}ahum	'with them (m.p.)'

ma^{c}*ahum*	'with them (m.p.)'	ma^{c}*ana*	'with us'

3. The referents of the independent pronouns *huwa* 'he, it' and *hiya* 'she, it' can be either human or non-human.

4. *Proper Nouns*

Proper nouns include the names of people, places, books, films, newspapers, etc. They do not need any marking for definiteness, for they are definite by virtue of being proper nouns. Whether proper nouns appear with the article or not is a matter of lexical etymology, and not a realization of two different states of definiteness:

'amriika, *labnaan*, *'abu δ̣abi*, *qaṭar*, *'iiraan*, *dubayy*, *suurya*, but *'al-'urdun*, *'al-kweet*, *'al-*^{c}*iraaq*.

5. The intensifying quantifier *kull* 'all of, the whole of' is followed by a definite noun: *kull il-yoom* 'the whole day, all day long', *kull il-*^{c}*aayla* 'the whole family', *kull 'abu δ̣abi* 'all of Abu Dhabi.'

6. *min ween* is literally translated 'from where '. The reversed word order in English, i.e., *where from* is permissible. In ADA the reversed order **ween min* is ungrammatical.

7. In enumerating, the particle *wa* 'and' is repeated with each item, unlike English 'and', which is used only before the last item. Example:

'ana min al-'urdun w huwa min labnaan w inta min 'amriika w hiya min suurya.

'I am from Jordan, he is from Lebanon, you are from America, and she is from Syria.'

VII. DRILLS

Drill 1 Chain Drill

Each student is asked to say: 'ana min _____ fii _____ 'I am from _____ in _____', supplying the names of the city and the state he (she) comes from.

Drill 2 Substitution Drill

Substitute for Jim the following nouns:

keef ḥaal jim? 'How is Jim?' (lit.: How is Jim's condition?)

baab
ḥamad
ᶜabdalla
faaṭma
salmaa
ᶜali
mḥammad

'il-ᶜaayla
saalem
ʃeexa
'amiina
'ibraahiim
jamiil
kariim

Drill 3 Chain Drill

Each student is asked to say the following sentences, supplying for Abu Dhabi the following names of countries:

'ana min 'abu δ̣abi , winta min 'abu δ̣abi w huwa min 'abu δ̣abi. kullanaa min 'abu δ̣abi.

'al-'urdun, labnaan, 'al-ᶜiraaq, 'al-kweet, 'amriika, qaṭar, 'iiraan, dubayy, labnaan, suuryaa.

Drill 4 Variable Substitution

Base Sentence: huwa muhandis min labnaan.

1. 'inta
2. 'al-ᶜiraaq
3. 'al-'urdun
4. 'ana
5. 'al-kweet
6. huwa
7. 'inta
8. saliim
9. 'ana
10. 'inti

11. 'inti
12. dubayy
13. 'iiraan
14. 'abu δ̣abi

Drill 5 Substitution

Teacher gives a proper name. A student gives either 'inta 'you (m.)' or 'inti 'you (f.)' depending upon the gender of the proper name.

^{c}umar, maryam, baab, ṣaara, ^{c}abdalla, jim, salma , jaan, mḥammad, glen

Drill 6 Substitution

kull il-yoom 'the whole day'

1. il-'ism
2. il-ḥamd
3. is-salaam
4. il-yoom
5. iṣ-ṣabaaḥ
6. il-^{c}aayla
7. iʃ-ʃuγl
8. il-^{c}amal
9. 'abu δ̣abi
10. labnaan
11. il-'urdun
12. suurya
13. dubayy
14. il-^{c}iraaq
15. 'il-kweet
16. qaṭar

Drill 7 Translation

1. What is your work (job)? (two questions)
2. How are you, Salma?
3. He is from Lebanon.
4. We are all fine.
5. They are all fine.
6. You are all fine.
7. The whole family is with me.
8. All of my work is in Abu Dhabi.

9. How is the family?
10. How is Mary?
11. How is your(m.) work?
12. How is your(f.) work?
13. Where is the family?
14. Where is the engineer?
15. We are all from Abu Dhabi.

UNIT 3

I. DIALOG

ta^{c}aaruf(i)

jum^{c}a: masa l-xeer!

sabt : masa l-xeer!

jum^{c}a: 'ismii jum^{c}a. ʃuu 'ismak?

sabt : 'ismii sabt.

jum^{c}a: min ween inta?

sabt : 'ana min 'abu δ̣abi.

jum^{c}a: haaδi s-sayyida suuzaan. hiya daxtoora. hiya daxtoora min nyuu yoork.

sabt : 'ahlan wa sahlan. furṣa sa^{c}iida.

jum^{c}a: haaδa s-sayyid saliim. huwa daxtoor. huwa daxtoor min bayruut.

sabt : 'ahlan wa sahlan. furṣa sa^{c}iida.

II. TRANSLATION

Getting Acquainted

Jum'a: Good afternoon (evening)!

Sabt : Good afternoon (evening)!

Jum'a: My name is Jum'a. What's your name?

Sabt : My name is Sabt.

Jum'a: Where are you from?

Sabt : I'm from Abu Dhabi.

Jum'a: This is Mrs. Suzanne. She is a doctor. She is a doctor from New York.

Sabt : Welcome! Nice meeting you!

Jum'a: This is Mr. Saleem. He is a doctor. He is a doctor from Beirut.

Sabt : Welcome! Nice meeting you!

III. VOCABULARY

masa	evening, night
haaδa	this (m.)
haaδi	this (f.)
sayyid	Mr.
daxtoor	doctor
furṣa	opportunity (f.)
saᶜiida	happy (f.)
sayyida	Mrs. (f.)
daxtoora	doctor (f.)

IV. ADDITIONAL VOCABULARY

'al-xamiis	Thursday
'al-'aḥad	Sunday
mudiir	director, manager (m.)
mudiira	director, manager (f.)
daxtoor 'asnaan	dentist (m.)
daxtoorat 'asnaan	dentist (f.)
muᶜallim	teacher (m.)
muᶜallima	teacher (f.)
muwaδ̣δ̣af	employee (m.)
muwaδ̣δ̣afa	employee (f.)
maktab	office (m.)
madrasa	school (f.)
mustaʃfa	hospital (m.)

V. PRONUNCIATION

Drill 1

Short i and long ii

min	miin	ri	rii
fiʃ	fiiʃ	fi	fii
kif	kiif	'ix	'iix
lif	liif	bi^{c}	bii^{c}
rim	riim	^{c}id	^{c}iid
mil	miil	dis	diis

Follow the same procedure as in Unit 1, Pronunciation Drill 1.

Drill 2

k versus x

x is a voiceless fricative; it is velar. It is like Scottish ch in loch and German ch in Nacht. For the production of x the tongue is in the same position as for k, but it does not touch the roof of the mouth. The air passes through, and the vocal cords are relaxed.

kaas	xaas	ʃeek	ʃeex
keer	xeer	kooʃ	xooʃ
kad	xad	bakar	baxar
baak	baax	bakbak	baxbax
duuk	duux	daktoor	daxtoor

Drill 3

Short e and long ee

bet	beet	def	deef
kef	keef	le	lee
wen	ween	fen	feen

'em	'eem	mes	mees
'es	'ees	xer	xeer
wen	ween	det	deet

Drill 4

Contrast between h and ^{c}

halaa	^{c}alaa	nabah	naba^{c}
haal	^{c}aal	faah	faa^{c}
huud	^{c}uud	saahii	saa^{c}ii
ham	^{c}am	sahal	sa^{c}al

Follow same procedure as in Unit 1, Pronunciation Drill 4.

VI. GRAMMAR

1. Demonstratives

Each of the demonstratives haaδa 'this (m.)' and haaδi 'this (f.)' in this lesson occurs as an entire subject of a sentence: haaδa mudiir 'This is a director.' This structure poses a problem to native speakers of English, for on the surface, haaδa mudiir tends to be equated with 'This director...'

Titles like 'as-sayyid 'Mr.' or 'ad-daxtoor 'Doctor' usually take the article prefix in Arabic:

haaδa s-sayyid jum^{c}a. 'This is Mr. Jum'a.'

haaδi d-daxtoora salma. 'This is Dr. (f.) Selma.'

haaδi s-sayyida faaṭma. 'This is Mrs. Fatma.'

Unlike English, titles in ADA are followed by the first name as in: 'as-sayyid ^{c}ali 'Mr. Ali.'

2. The Article Prefix

If the article prefix 'al- is preceded by a vowel, 'al- is reduced to l- or an assimilated consonant only. (See UNIT 1, VI, 4):

haaδa + 'as-sayyid → haaδa s-sayyid 'This is Mr....'

haaδi + 'al-mudiira → haaδi l-mudiira 'This is Director...'

3. Feminine Nouns

A feminine marker in ADA is the morpheme *-a*. A good number of words are made feminine by adding the morpheme *-a* to the masculine.

Examples:			
	mudiir	mudiira	'director'
	daxtoor	daxtoora	'doctor'
	sayyid	sayyida	'Mrs.'
	muwaδ̣δ̣af	muwaδ̣δ̣afa	'employee'

Caution: *daxtoora* 'doctor' *furṣa* 'opportunity' *mudiira* 'director' etc. are all feminine, but *masa* 'evening night' *haaδa* and *mustaʃfa* 'hospital' are all masculine although they have an *-a* which might be mistaken for the feminine morpheme.

4. Noun-Adjective Concord

In the phrase: *furṣa sa^{c}iida* 'Nice meeting you' (lit. happy opportunity), the adjective *sa^{c}iida* 'happy' follows the noun *furṣa* 'opportunity'. Furthermore, the adjective agrees in gender with the noun modified. Other examples:

yoom sa^{c}iid	'happy day'
mudiir sa^{c}iid	'happy director'
^{c}aayla sa^{c}iida	'happy family'
'ana sa^{c}iid	'I (m.) am happy'
'ana sa^{c}iida	'I(f.) am happy'

VII. DRILLS

Drill 1 Transformation

Supply the personal pronoun huwa 'he' or hiya 'she' for the personal names in the following sentences.

Example: T: saliim min bayruut. 'Saleem is from Beirut.'
S: huwa min bayruut. 'He is from Beirut.

1. suuzaan min nyuu yoork.
2. maryam min labnaan.
3. ḥamad min 'abu δ̣abi.
4. faaṭma min 'al-kweet.
5. ᶜali min 'al-'urdun.
6. 'ibraahiim min qaṭar.
7. salma min 'al-ᶜiraaq.
8. ᶜumar min 'iiraan.
9. 'amiina min suurya.
10. mḥammad min dubayy.

Drill 2 Substitution

Substitute the demonstrative pronoun that stands for the proper name.

Example: T: saleem
S: haaδa saliim. 'This is Saliim.'
T: salma
S: haaδi salma. 'This is Selma.'

1. maryam
2. naansi
3. mḥammad
4. ḥamad
5. zeenab
6. ᶜabdalla
7. ʃeexa
8. 'amiina

9. jumᶜa
10. jim
11. faaṭma
12. saliim
13. ᶜabd ir-raḥmaan
14. jamiil
15. kariim
16. sabt

Drill 3 Transformation

Change to the feminine:

1. haaδa muᶜallim.
2. haaδa daxtoor.
3. haaδa muwaδ̣δ̣af.
4. haaδa mudiir.
5. haaδa 'as-sayyid jamiil.
6. huwa min bayruut.
7. huwa min 'abu δ̣abi.
8. 'as-salaamu ᶜaleek.
9. keef ḥaalak?
10. min ween 'inta?
11. 'inta muhandis?
12. ʃuu ʃuγlak?
13. ʃuu ᶜamalak?
14. ʃuu 'ismak?
15. ʃuu maᶜak?
16. ween maktabak?
17. ween ʃuγlak?
18. ween mudiirak?

Drill 4 Substitution

ᶜali muᶜallim wa faaṭma muᶜallima. 'Ali is a teacher and Fatima is a teacher.'

baab	naansii
kariim	kariima
saliim	salma
ḥamad	ṣaara
zaki	maryam
faaris	xadiija
'aḥmad	ruuθ
'amiin	'amiina
fariid	fariida
fawzi	fawziyya
saalim	suuzaan

raʃiid	raʃiida
jamiil	jamiila
zaki	zakiyya
ḥasan	ʃeexa
sabt	'ibraahiim

Substitute daxtoor, muwaδ̣δ̣af, mudiir, muhandis and their feminine forms for mu^{c}allim and mu^{c}allima.

Drill 5 Transformation

Change from indefinite to definite

Example: T: ^{c}amal 'work, job'

S: 'al-^{c}amal 'the work, job'

1. 'ism
2. ḥaal
3. yoom
4. 'iθneen
5. xeer
6. ḥamd
7. ʃuɣul
8. muhandis
9. 'arba^{c}a
10. masa
11. jum^{c}a
12. furṣa
13. xamiis
14. 'aḥad
15. mudiir
16. muwaδ̣δ̣afa
17. 'asnaan
18. mu^{c}allim
19. muwaδ̣δ̣af
20. maktab
21. madrasa
22. mustaʃfa
23. mu^{c}allima
24. mudiira
25. salaam
26. salaama
27. sayyid
28. furṣa
29. 'iθneen
30. ṣabaaḥ

Drill 6

S_1 asks questions; S_2 answers. Continue around class. Shift roles:

Example: S_1: ʃuu ismak? 'What is your name?'

S_2: 'ismii saliim. 'My name is Saliim.'

S_1: min ween inta? 'Where are you from?'

S_2: 'ana min baɣdaad. 'I am from Baghdad.'

Drill 7 Variable Substitution

Base sentence:

'as-sayyid saliim daxtoor min bayruut. 'Mr. Saleem is a doctor from Beirut.'

1. muhandis
2. ᶜammaan
3. jumᶜa
4. jaan
5. glen
6. tuuṣaan
7. muᶜallim
8. salma
9. muwaδ̣δ̣afa
10. 'inta
11. 'abu δ̣abi.
12. mudiir
13. 'inti
14. fii
15. haaδi
16. haaδa

Drill 8 Cued

Teacher gives two words; S_1 asks a question using the first word; S_2 answers the question using the second word.

Example: T: muᶜallim - madrasa 'teacher - school'

S_1: ween il-muᶜallim? 'Where is the teacher?'

S_2: 'al-muᶜallim fi l-madrasa. 'The teacher is at school.'

1. mudiir - maktab
2. daxtoor - mustaʃfa
3. muwaδ̣δ̣af - maktab
4. muᶜallima - madrasa
5. ᶜabdalla - 'abu δ̣abi
6. ʃuγlak - 'is-saᶜdiyyaat
7. mudiira - maktab
8. muhandis - ᶜammaan
9. muwaδ̣δ̣afa - maktab
10. ᶜamalak - 'al-ᶜeen
11. daxtoora - mustaʃfa
12. faaṭma - labnaan
13. muᶜallim - nyuu york
14. layla - qaṭar
15. ʃuγlitʃ - dubayy
16. mudiirak - maktab
17. 'as-sayyed jumᶜa - 'al-ᶜiraaq
18. 'al-muhandis ᶜali - bayruut
19. 'il-ᶜaayla - 'amriika
20. 'ad-daxtoora salma - mustaʃfa

Drill 9 Question - Answer

Answer the following:

1. marḥaba!
2. ʃuu l-yoom?
3. keef ḥaalak il-yoom?
4. keef ḥaal il-ᶜaayla? kullakum bxeer?
5. 'ismak ᶜali?
6. ween bayruut?
7. ween ᶜamman?
8. ween baγdaad?
9. ween tuuṣaan?
10. ween il-muᶜallim?
11. 'al-yoom il-'arbaᶜa?
12. ween il-ᶜaayla?
13. ween id-daxtoor saalem?
14. ʃuu ismakum?
15. ʃuu l-yoom?
16. 'al-yoom il-'aḥad?
17. min ween il-muᶜallim?
18. min ween hiya?
19. keef ḥaalahum?
20. keef ḥaal il-mudiir?

UNIT 4

I. DIALOG

maw^{c}id

saliim: 'as-salaamu ^{c}aleekum.

'aḥmad: ^{c}aleekum is-salaam.

saliim: keef ḥaalak?

'aḥmad: 'al-ḥamdu lillaah. bxeer ʃukran.

saliim: 'ismii saliim jum^{c}a. ^{c}indii maw^{c}id ma^c il-mudiir.

'aḥmad: 'ayya ḥazza ^{c}indak maw^{c}id?

saliim: ^{c}indii maw^{c}id is-saa^{c}a xamsa. hal il-mudiir hini?

'aḥmad: na^{c}am. 'il-mudiir hini. tfaδ̤δ̤al is-triiḥ.

saliim: ʃukran.

II. TRANSLATION

An Appointment

Saleem: Peace be upon you! (m.p.)

Ahmad: Peace be upon you! (m.p.)

Saleem: How are you?

Ahmad: Thanks be to God. I am fine. Thanks.

Saleem: My name is Saleem Jum'a. I have an appointment with the director.

Ahmad: What time do you have an appointment?

Saleem: I have an appointment at five o'clock. Is the director here?

Ahmad: Yes, the director is here. Please sit down.

Saleem: Thank you.

III. VOCABULARY

^{c}ind(ii)	(I) have
maw^{c}id	appointment

'ayya	what
ḥazza	time
ᶜindak	you (m.s.) have
saaᶜa	hour; clock; watch
xamsa	five
hal?	interrogative particle (yes/no question)
hini	here
naᶜam	yes
tfaδ̣δ̣al	please (imp., come in, help yourself to food, etc.)
'istriiḥ	sit down (imp.)

IV. ADDITIONAL VOCABULARY

waaḥed	one
'iθneen	two
θalaaθa	three
'arbaᶜa	four
xamsa	five
sitta	six
sabᶜa	seven
θamaanya	eight
tisᶜa	nine
ᶜaʃara	ten
halḥiin	now
kam?	how much (many)
kam is-saaᶜa?	what time is it?
waziir	minister
laa	no

V. PRONUNCIATION

Drill 1

o versus oo

daxtor	daxtoor	θor	θoor
xof	xoof	of	oof
yom	yoom	om	oom
dor	door	dom	doom
lom	loom	mon	moon
mot	moot	xoʃ	xooʃ

Follow the same procedure in Pronunciation Drill 1, UNIT 1.

Drill 2

h versus ḥ

haal	ḥaal	bahar	baḥar
haaf	ḥaaf	baaher	baaḥer
hazza	ḥazza	ṣabaah	ṣabaaḥ
haam	ḥaam	hiin	ḥiin
hal	ḥal	heel	ḥeel
mahal	maḥal	hool	ḥool

The same procedure in Pronunciation Drill 1, UNIT 1, is to be followed.

Drill 3

ḥ versus x

ḥaalak	xaalak	ʃalaḥ	ʃalax
ḥooʃ	xooʃ	laaḥ	laax
ḥeeṭ	xeeṭ	faaḥ	faax
ḥiin	xiin	baḥbaḥ	baxbax
ḥalaf	xalaf	saaḥ	saax
'aḥad	'axad	ruuḥ	ruux

The same procedure in Pronunciation Drill 1, UNIT 1, is to be followed.

Drill 4

Practicing ᶜ

Read the following words:

ᶜaleek ᶜaleetʃ ᶜaleekum maᶜ
ᶜaayla ᶜamalak 'arbaᶜa 'al-'arbaᶜa
'al-ᶜiraaq jumᶜa 'al-jumᶜa saᶜiid

VI. GRAMMAR

1. ᶜind 'in the possession of, have; chez' in ADA functions as a verb and as a preposition. If it functions as a verb, it should have a suffixed pronoun referring to the subject:

ᶜindii	I have	ᶜindakum	you (m.p.) have
ᶜindana	we have	ᶜindahum	they (m.p.) have
ᶜindak	you (m.s.) have	ᶜinditʃ	you (f.s.) have

As a preposition, ᶜind means 'at; close to; with.' Examples:

ᶜind iʃ-ʃuɣul	'at work; close to work'
ᶜind il-maktab	'at the office; close to the office'
ᶜind il-madrasa	'at school; close to school'
ᶜind il-mustaʃfa	'at the hospital; close to the hospital'

but:

ᶜind il-mudiir	'with the director'
ᶜind il-muᶜallim	'with the teacher'
ᶜind id-daxtoora	'with the doctor'

If the noun following ᶜind is non-human, the meaning of the phrase is: 'at, close to.' If it is human, the meaning is: 'with, in the possession of.'

2. 'ayya 'what, which' as a question word is followed by a noun and can be preceded by a preposition:

'ayya madrasa?	'What, which school?'
min 'ayya madrasa?	'from which school?'
ma^c 'ayya waziir?	'with which minister?'
fii 'ayya maktab?	'in which office?'
'ayya ḥazza?	'at what time?'

The phrase 'ayya saa^{c}a means either 'what, which,clock or watch?' or 'at what time?', in which case it is synonymous with 'ayya ḥazza?

3. Telling Time

The phrase consisting of the question word kam (lit.'how many, much') + 'is-saa^{c}a is used to inquire about time:

kam is-saa^{c}a?	'What time is it?'
'is-saa^{c}a xamsa.	'It's five o'clock.'

Warning: The phrase *kam il-ḥazza is ungrammatical.

The feminine forms of waaḥed 'one' and 'iθneen 'two' are waḥda and θinteen:

is-saa^{c}a waḥda.	'It's one o'clock.'
is-saa^{c}a θinteen.	'It's two o'clock.'
*'is-saa^{c}a waaḥed.	
*'is-saa^{c}a 'iθneen.	

4. The Interrogative Particle hal?

A statement introduced by the interrogative particle hal changes into a yes/no question -- one that can be answered by 'yes' or 'no'.

'al-mudiir hini.	'The director is here.'
hal il-mudiir hini?	'Is the director here?'
'is-saa^{c}a waḥda.	'It's one o'clock.'
hal is-saa^{c}a waḥda?	'Is it one o'clock?'
'al-yoom il-'iθneen.	'Today is Monday.'
hal il-yoom il-'iθneen?	'Is today Monday?'

As in English, statements and questions consisting of the same words may be distinguished in writing solely by punctuation and in speech solely by intonation.

'al-mudiir hini.↓	The director is here.
'al-mudiir hini?↑	The director is here?

VII. DRILLS

Drill 1

a) Repetition

waaḥid 'iθneen θalaaθa 'arba^{c}a

xamsa sitta sab^{c}a θamaanya

tis^{c}a ^{c}aʃara

b) Individual students are asked to count from one to ten.

c) T. writes numbers (1-10) on the board; students are asked to say the ADA words that those numbers stand for.

Example: T: 7

S: sab^{c}a

Drill 2 Transformation

Change to simple questions:

Example:	'ismii ^{c}ali.	'My name is Ali.'
	hal ismii ^{c}ali?	'Is my name Ali?'

1. 'ismii raʃiid.
2. 'inta bxeer.
3. 'ismitʃ faaṭma.
4. 'il-^{c}aayla bxeer.
5. huwa muhandis.
6. ʃuɣlak fii 'abu δ̣abi.
7. hiya min labnaan.
8. huwa min al-'urdun.
9. kullakum hini.
10. kullana hini.

Drill 3 Transformation

T. gives a statement. S_1 changes the statement into a simple question, using hal? S_2 answers the question in the affirmative, using na^{c}am. Use the statements in Drill 2 above.

Drill 4 Repetition

1. kam is-saa^{c}a? 'is saa^{c}a sitta.
2. kam is-saa^{c}a? 'is-saa^{c}a θamaanya.
3. kam is-saa^{c}a? 'is-saa^{c}a xamsa.
4. kam is-saa^{c}a? 'is-saa^{c}a ^{c}aʃara.
5. kam is-saa^{c}a? 'is-saa^{c}a waḥda.
6. kam is-saa^{c}a? 'is-saa^{c}a sab^{c}a.
7. kam is-saa^{c}a? 'is-saa^{c}a tis^{c}a.
8. kam is-saa^{c}a? 'is-saa^{c}a θinteen.
9. kam is-saa^{c}a? 'is-saa^{c}a 'arba^{c}a.
10. kam is-saa^{c}a? 'is-saa^{c}a θalaaθa.
11. kam is-saa^{c}a? 'is-saa^{c}a ^{c}aʃara.
12. kam is-saa^{c}a? 'is-saa^{c}a waḥda.

13. kam is-saa^{c}a? 'is-saa^{c}a θinteen.

14. kam is-saa^{c}a? 'is-saa^{c}a ^{c}aʃara.

15. kam is-saa^{c}a? 'is-saa^{c}a waḥda.

Drill 5 Chain

T. asks each of the following questions. S_1 answers in the affirmative; S_2 answers in the negative, adding one more hour. Change roles at mid-point.

Example: T: hal is-saa^{c}a xamsa halḥiin?
'Is it five o'clock now?'
S_1: na^{c}am. 'is-saa^{c}a xamsa halḥiin.
'Yes, it is five o'clock now.'
S_2: laa. 'is-saa^{c}a sitta halḥiin.
'No, it is six o'clock now.'

1. hal is-saa^{c}a waḥda halḥiin?
2. hal is-saa^{c}a θinteen halḥiin?
3. hal is-saa^{c}a Θalaaθa halḥiin?
4. hal is-saa^{c}a 'arba^{c}a halḥiin?
5. hal is-saa^{c}a xamsa halḥiin?
6. hal is-saa^{c}a sitta halḥiin?
7. hal is-saa^{c}a sab^{c}a halḥiin?
8. hal is-saa^{c}a θamaanya halḥiin?
9. hal is-saa^{c}a tis^{c}a halḥiin?
10. hal is-saa^{c}a ^{c}aʃara halḥiin?
11. hal is-saa^{c}a 'arba^{c}a halḥiin?
12. hal is-saa^{c}a sab^{c}a halḥiin?
13. hal is-saa^{c}a ^{c}aʃara halḥiin?
14. hal is-saa^{c}a θamaanya halḥiin?

15. hal is-saa^{c}a waḥda halḥiin?

16. hal is-saa^{c}a θinteen halḥiin?

Drill 6 Cued Chain

T :	saamii - ^{c}ali	'Sami - Ali'
S$_1$:	hal huwa saamii?	'Is he Sami?'
S$_2$:	laa. huwa ^{c}ali.	'No, he's Ali.'

1. saliim - najiib
2. fariid - raʃiid
3. mḥammad - ḥamad
4. naansi - linda
5. faaṭma - fariida
6. ruuθ - salma
7. muhandis - mudiir
8. mu^{c}allim - daxtoor
9. 'amrikaani - min 'abu δ̣abi
10. min al-'urdun - min labnaan
11. 'as-sayyid jum^{c}a - 'as-sayyid 'aḥmad
12. daxtoora - mudiira
13. daxtoor 'asnaan - muwaδ̣δ̣af
14. fii l-maktab - fii l-madrasa
15. fii l-mustaʃfa - fii l-maktab
16. min 'abu δ̣abi - min qaṭar
17. ma^{c} il-mudiir - ma^{c} aḥmad
18. ^{c}ind il-madrasa - ^{c}ind il-mustaʃfa
19. faaṭma - jamiila
20. mustaʃfa - madrasa

Drill 7 Question Forming

Ask questions to which the following are answers. Use the question words: keef, ʃuu, ween, hal, kam.

1. 'is-saaᶜa xamsa.
2. 'il-yoom il-'arbaᶜa
3. naᶜam. 'ana daxtoor.
4. 'il-mudiir fii l-maktab.
5. kullana bxeer. ʃukran.
6. laa. 'ismii sabt.
7. 'al-yoom il-'aḥad.
8. ʃuγlii fii is-saᶜdiyyaat.
9. 'ismii ḥamad.
10. 'al-mudiir fii l-maktab.
11. naᶜam. 'il-mudiir hini.
12. bxeer ʃukran.
13. hiya fi l-maktab.
14. haaδi madrasa.
15. 'al-ḥamdu lillaah.
16. ᶜindii mawᶜid.

Drill 8 Repetition - Translation

The teacher reads a sentence and the class repeats it all together; one student is then asked to translate it into English.

Example: T: 'ismii samiir.
Class: 'ismii samiir.
S: My name is Samir.

1. 'ismii saalim.
2. 'ismitʃ ʃeexa.
3. 'al-ḥamdu lillaah. bxeer.
4. tfaḍḍal istriiḥ.
5. 'ad-daxtoor fii l-mustaʃfa.
6. 'al-mudiir maᶜ il-waziir.
7. 'al-waziir fii l-maktab.
8. maᶜ is-salaama.
9. 'ahlan wa sahlan.
10. furṣa saᶜiida.
11. haaδa s-sayyid jumᶜa.

12. haaδi d-daxtoora salma.

13. 'is-saa^{c}a θinteen halḥiin.

14. hiya daxtoorat 'asnaan.

15. kullana fii l-madrasa.

16. ^{c}indii maw^{c}id il-yoom.

17. 'al-yoom il-jum^{c}a.

18. 'ana hini is-saa^{c}a xamsa.

19. kullakum bxeer.

20. hal hiya hini?

Drill 9 Question - Answer

Answer the following questions:

1. ʃuu 'ismak?

2. keef ḥaal il-^{c}aayla?

3. kam is-saa^{c}a halḥiin?

4. ʃuu l-yoom?

5. marḥaba?

6. keef ḥaalak il-yoom?

7. ʃuu ^{c}amalak?

8. ʃuu ʃuγlak?

9. ween tuuṣaan?

10. ween il-'urdun?

11. hal kullakum bxeer?

12. 'ayya ḥazza ^{c}indak maw^{c}id?

13. ween ʃuγak?

14. hal 'ismii sabt?

15. 'ayya saa^{c}a 'inta fi l-maktab?

16. 'ayya saa^{c}a l-mudiir hini?

17. keef ḥaalitʃ?

18. keef ḥaalakum?

19. ^{c}indak maw^{c}id ma^{c} id-daxtoor?

20. ween daxtoor il-'asnaan?

21. ween baγdaad?

22. ween labnaan?

Drill 10 Variable Substitution

Base sentence:

'ana ^{c}indii maw^{c}id ma^{c} il-waziir is-saa^{c}a xamsa.

'I have an appointment with the minister at 5 o'clock.'

1. 'inta
2. 'inti
3. daxtoor
4. mudiira
5. tis^{c}a
6. 'ana
7. muhandis
8. ^{c}aʃara
9. 'il-yoom
10. 'inti
11. is-saa^{c}a sitta
12. is-saa^{c}a θalaaθa
13. 'is-saa^{c}a θinteen
14. il-yoom
15. hiya
16. aḥmad
17. ʃeexa
18. ma^{c} iʃ-ʃeex zaayed
19. 'inta
20. waḥda

Drill 11 Question - Answer

T. gives two words. S_1 asks a question, using the question word ween 'where?'; S_2 answers the question by using ^{c}ind 'with, close to, at.'

Example: T : mu^{c}allim - waziir 'teacher - minister'

S_1: ween il-mu^{c}allim? 'Where is the teacher?'

S_2: il-mu^{c}allim ^{c}ind il-waziir. 'The teacher is with the minister.'

1. waziir - ʃeex
2. muhandis - waziir
3. mu^{c}allim - mudiir
4. daxtoor - muwaδ̣δ̣af
5. mudiir - daxtoor
6. muhandis - waziir
7. ^{c}abdalla - ʃeex
8. mu^{c}allima - daxtoora
9. mustaʃfa - madrasa
10. madrasa - mustaʃfa
11. maktab - ʃuɣul
12. labnaan - suurya
13. 'abu δ̣abi - dubayy
14. maktab - mustaʃfa
15. 'al-'urdun - suurya
16. miʃigan - 'ohaayo

UNIT 5

I. DIALOG

ta^{c}aaruf(ii)

ḥasan: 'as-salaam ^{c}aleek!

fred: ^{c}aleek is-salaam!

ḥasan: ʃuu 'ismak?

fred: 'ismii fred.

ḥasan: keef ḥaalak yaa fred?

fred: 'al-ḥamdu lillaah. bxeer.

ḥasan: 'inta titkallam ^{c}arabi zeen.

fred: ʃukran. 'ana 'atkallam ʃwayy ^{c}arabi.

ḥasan: min 'ayya balad 'inta?

fred: 'ana min 'amriika.

ḥasan: min 'ayya balad fii 'amriika?

fred: min tuuṣaan.

ḥasan: fii 'ayya wilaay^{a}?

fred: fii 'arizoona.

ḥasan: keef iṭ-ṭaqs fii tuuṣaan fii iʃ-ʃitaa?

fred: 'iṭ-ṭaqs baarid w zeen fii iʃ-ʃitaa.

ḥasan: hal iṭ-ṭaqs ḥaarr w raṭib fi iṣ-ṣeef?

fred: laa. fii iṣ-ṣeef 'iṭ-ṭaqs ḥaarr walaakin ḥaaf.

II. TRANSLATION

Getting Acquainted(ii)

Hassan: Peace be upon you.

Fred: Peace be upon you.

Hassan: What's your name?

Fred: My name is Fred.

Hassan: How are you, Fred?
Fred: I am fine.
Hassan: You speak Arabic well.
Fred: Thank you. I speak a little bit of Arabic.
Hassan: What country are you from?
Fred: I'm from America.
Hassan: From what city in America?
Fred: From Tucson.
Hassan: In what state?
Fred: In Arizona.
Hassan: How is the weather in Tucson in the winter?
Fred: It's cool and nice in the winter.
Hassan: Is it hot and humid in the summer?
Fred: No, in the summer it is hot but it is dry.

III. VOCABULARY

yaa	vocative particle
titkallam	you speak (m.s.)
^{c}arabi	Arabic
zeen	well; fine; good
'atkallam	I speak
ʃwayy	a little bit
balad	country; city, town
wilaaya	state
ṭaqs	weather
'aʃ-ʃita	the winter
'aṣ-ṣeef	the summer
baarid	cool
ḥaarr	hot
raṭib	humid

walaakin	but
ḥạạf	

IV. ADDITIONAL VOCABULARY

yitkallam	he speaks
titkallam	she speaks; you speak (m.s.)
tkallam	speak! (imp. m.s.)
ruuḥ	go! (imp. m.s.)

V. PRONUNCIATION

Drill 1

Arabic r

Arabic r is a consonant. English r is more vowel than consonant. For the production of English r the tip of the tongue is turned back and the lips are rounded as in read and ran. Arabic r is a tongue-flap. It is produced by striking the tip of the tongue against the roof of the mouth. It is like r in Spanish or Italian caro 'dear'. In the speech of some Americans intervocalic t is more or less like Arabic r.

a. Practice saying the following:

ream	riim
rub	rab
rum	ram
risk	raʃ
rough	raf
rock	rak

run	ran
beer	biir
bar	baar
deer	diir
four	foor
berry	beri
sorry	ṣaari
Arizona	'arizoona

The same procedure in Pronunciation Drill 2, UNIT 1, is to be followed.

b. Practice saying the following:

bxeer
fred
ʃukran
mudiir

ṣabaaḥ
maryam
'amriika
madrasa

'il-xeer
ṣaara
baarid
ruuḥ

xeer
^{c}arabi
ḥaarr
waziir

Drill 2

Arabic t and ṭ

Arabic ṭ is a voiceless alveolar stop. It is a velarized sound--the root of the tongue is raised up towards the velum. t, on the other hand, is a dental stop. Notice the effect ṭ has on neighboring vowels: taam vs. ṭaam. The aa in taam is front, but it is back in ṭaam. Arabic ṭ is close to English t in the proper name Tom.

taam	ṭaam	watan	waṭab
tam	ṭam	rutab	ruṭab
toor	ṭoor	rutuuba	ruṭuuba
tiim	ṭiim	fat	faṭ
teer	ṭeer	namat	namaṭ

Follow the same procedure in Pronunciation Drill 4, UNIT 1.

VI. GRAMMAR

1. The Vocative Particle *yaa*

yaa 'Oh!' is used in direct address (cf. English "Oh King," "Oh my Lord," etc.) It precedes proper names and titles. The noun that follows *yaa* should not take the article prefix:

yaa fred.	Fred!
yaa aḥmad.	Ahmad!
yaa sayyid.	Mr.!
yaa daxtoor.	Dr.!
*yaa 'as-sayyid.	

yaa muhandis 'Engineer!' is grammatically correct but socially or culturally discourteous. *yaa garsoon* 'Garcon!' said in a restaurant is situationally acceptable.

2. Verbs - Present Tense

A verb in Arabic consists of two parts: a stem and a subject-marker; for example: The verb *titkallam* 'you (m.s.) speak' or 'she speaks' has the stem *tkallam* and the subject-marker (here a prefix) *ti-* 'you (m.s.), she.' *yarruḥ* 'he goes' has the stem *ruuḥ* and the subject-marker *ya-* 'he.' The subject-markers *ti/ta*, *yi/ya* are used interchangeably in the speech of many Abu Dhabians.

Below is a chart showing the conjugations of the two verbs whose stems are -*tkallam*- 'to speak' and -*ruuḥ*- 'to go' as presented in this lesson:

'ana	*'a*tkallam	'I speak'	'ana	*'a*ruuḥ	'I go'
'inta	*ti*tkallam	'you (m.s.) speak'	'inta	*ta*ruuḥ	'you (m.s.) go'
hiya	*ti*tkallam	'she speaks'	hiya	*ta*ruuḥ	'she goes'
huwa	*yi*tkallam	'he speaks'	huwa	*ya*ruuḥ	'he goes'

The subject-markers are: 'a- for 'I', ti-or ta-for 'you (m.s.), she', and yi-or ya-for 'he.'

The simple present tense in Arabic is used to indicate roughly the same thing as it is used in English. It indicates, mainly, either a habitual action in the present, for example, huwa yitkallam ^{c}arabi. 'He (usually, habitually) speaks Arabic,' or a progressive action--one that is going on now:

huwa yitkallam.	'He is speaking (now).'
'ana 'atkallam ^{c}arabi.	'I am speaking Arabic (now).'

3. The Imperative

The imperative form of the verb in ADA is in most cases the same form as the stem:

ruuḥ	'Go!'	-ruuḥ-	'to go'
tkallam	'Speak!'	-tkallam-	'to speak'
striiḥ	'Take a rest!'	-striiḥ-	'to take a rest'

4. The word zeen serves tow syntactic functions:

a. As an adjective: mudiir zeen 'a good director' daxtoora zeena 'a good doctor (m.)' (For noun-adjective concord see UNIT 4, VI, 4).

b. As an adverb meaning 'well, nicely' etc.:
huwa yitkallam ^{c}arabi zeen. 'He speaks Arabic well.'
Sometimes zeen is used in post-nominal position regardless of the gender of the preceding noun:
haaδi il-mu^{c}allima zeen. The implication is: 'She teaches well.'

VII. DRILLS

Drill 1 Chain Drill

a. S_1: ṣabaaḥ il-xeer yaa sayyid saalim.

S_2: ṣabaaḥ il-xeer yaa sayyida naansi.

b. S_1: marḥab yaa ^{c}abdalla!

S_2: marḥab yaa yuusif.

Drill 2 Substitution

a. 'inta titkallam ma^{c} il-mudiir. 'You are speaking with the director.'

iʃ-ʃeex.

il-waziir.

il-^{c}aayla.

il-muhandis.

il-mu^{c}allim.

mudiirak.

il-mudiira.

il-muwaδ̣δ̣af.

il-mu^{c}allima.

il-muhandisa.

id-daxtoor.

daxtoorak.

id-daxtoora.

daxtoor il-'asnaan.

daxtoorat il-'asnaan.

^{c}abdalla.

mḥammad.

maryam.

ḥamad.

b. Substitute hiya for 'inta in a. above.

Drill 3 Substitution

Substitute for 'il-mudiir the following items:

tkallam ma^c il-mudiir. 'Speak with the director.'
il-waziir.
il-muhandis.
il-muwaδ̣δ̣af.
il-mudiira.
il-mu^{c}allim.
il-mu^{c}allima.
il-muhandis.
id-daxtoor.
id-daxtoora.
daxtoor il-'asnaan.
daxtoorat il-'asnaan.
^{c}abdalla.
yuusif.
xadiija.
mudiirak.
ʃeexa.
mḥammad.
^{c}abdalla.
jum^{c}a.

Drill 4 Substitution

a. 'inta titkallam ʃwayy ma^c il-mudiir.

Use substitutions from Drill 3 above.

b. tkallam ʃwayy ma^c il-mudiir.

Use substitutions from Drill 3 above.

c. hiya titkallam ʃwayy ma^{c} il-mudiir.
Use substitutions from Drill 3 above.

Drill 5 Substitution

ruuḥ ma^{c} il-muhandis. 'Go with the engineer.'

is-sayyid jum^{c}a.

is-sayyida maryam.

il-mu^{c}allim saalem.

sabt.

il-muwaδ̣δ̣af

id-daxtoor ^{c}ali.

iʃ-ʃeex zaayed.

il-mudiir.

faaṭma.

is-sayyid saliim.

il-mu^{c}allim.

mu^{c}allimak.

jaan.

baab.

Drill 6 Substitution

a. haaδa il-mudiir. 'This is the director.'

il-waziir.

il-muhandis.

il-mu^{c}allim.

il-muwaδ̣δ̣af.

id-daxtoor.

s-sayyed jamiil.

d-daxtoor ^{c}ali.

daxtoor il-'asnaan.

haaδa il-masa.

i∫-∫uγl.

il-ᶜamal.

iṭ-ṭaqs.

il-yoom.

iṣ-ṣabaaḥ.

il-mawᶜid.

b. haaδi il-mudiira zeena. 'This director (f.) is good.'

il-muhandisa.

il-muᶜallima.

il-muwaδ̣δ̣afa.

id-daxtoora.

daxtoorat il-'asnaan.

il-ᶜaayla.

il-balad.

il-furṣa.

il-madrasa.

is-saaᶜa.

Drill 7 Repetition

1. keef iṭ-ṭaqs il-yoom? iṭ-ṭaqs ḥaarr. 'How is the weather today?
2. baarid. It's hot.'
3. zeen.
4. ḥạạf.
5. raṭib.
6. ḥaarr wa raṭib.
7. baarid wa zeen.

8. ḥaarr wa ḥ̣ạạf.

9. baarid wa ḥ̣ạạf.

10. ḥaarr wa raṭib.

Drill 8 Double Substitution

keef iṭ-ṭaqs fii 'abu δ̣abi fi iṣ-ṣeef? 'How is the weather in Abu Dhabi in the summer?'

bayruut	iʃ-ʃita
il-'urdun	"
il-kweet	iṣ-ṣeef.
il-^{c}iraaq	"
labnaan	iʃ-ʃita
liibyaa	iṣ-ṣeef
suuryaa	iʃ-ʃita
dụbayy	iṣ-ṣeef
qaṭar	"
iiraan	iʃ-ʃita
il-baḥreen	iṣ-ṣeef
^{c}ammaan	"
l-^{c}een	iʃ-ʃita
baɣdaad	iṣ-ṣeef

UNIT 6

I. DIALOG

taxi(i)

ᶜali: taxi!

ḥasan: ween triid truuḥ?

ᶜali: xuδnii 'ila maṭᶜam il-quds, min faδ̣lak.

ḥasan: ḥaaδ̣ir. 'itfaδ̣δ̣al.

ᶜali: kam yiṣiir?

ḥasan: sabaᶜmiyat fils.

ᶜali: haaδa sabaᶜmiya w il-baaqi 'ilak.

ḥasan: 'il-baaqi baxʃiiʃ?

ᶜali: naᶜam. 'il-baaqi baxʃiiʃ.

ḥasan: ʃukran.

ᶜali: ᶜafwan.

II. TRANSLATION

Taxi(i)

Ali: Taxi!

Hasan: Where do you want to go?

Ali: Take me to the Jerusalem Restaurant, please.

Hasan: All right, get in.

Ali: How much?

Hasan: Seven hundred fils.

Ali: Here's 700, the change (remainder) is for you.

Hasan: The change is a tip?

Ali: Yes, the change is for you.

Hasan: Thanks

Ali: You're welcome.

III. VOCABULARY

triid	you want (m.s.)
truuḥ	you (m.s.) go
xuδ	take! (m.s.)
xuδnii	take me!
'ila	to
maṭ^{c}am	restaurant
'al-quds	Jerusalem
min faδ̣lak	if you (m.s.) please
ḥaaδ̣ir	all right (I am ready)
'itfaδ̣δ̣al	get in (imp.)
kam yiṣiir?	How much is it?
saba^{c}miya	700
baaqi	remainder; change
'ilak	for you (m.s.)
baxʃiiʃ	tip

IV. ADDITIONAL VOCABULARY

triidiin	you want (f.s.)
truuḥiin	you go (f.s.)
tiʃrab	you drink (m.s.)
ʃakar	sugar
(ḥafiiz)	office
bariid	mail
maktab il-bariid	post office
miya	one hundred
miyateen	two hundred
gahwa	coffee

ḥaliib	milk
ʃaay	tea
mayy	water
θalaθmiya	300
'arba^{c}miya	400
xamsmiya	500
sitmiya	600
saba^{c}miya	700
θamaanmiya	800
tisi^{c}miya	900
'uteel	hotel
ṣaff	class
suug	market

V. PRONUNCIATION

Drill 1 Arabic q

Arabic q is a voiceless stop. Unlike k, it is a uvular stop; it is articulated further back. Practice saying cut, cough, cock, column with the tongue touching the uvula. Like velarized sounds q affects the quality of the surrounding vowels.

kaal	qaal	kaas	qaas
kadiim	qadiim	dakk	daqq
katar	qaṭar	bakk	baqq
kul	qul	bakbak	baqbaq
kalam	qalam	malak	malaq

Follow the same procedure in Pronunciation Drill 2, UNIT 2.

Drill 2

Arabic δ̣

Arabic δ̣ is similar to English th as in this, then plus velarization. In the following exercise notice the different effect δ̣ has on neighboring vowels.

δabi	δ̣abi	muwaδδaf	muwaδ̣δ̣af
δaal	δ̣aal	'iδ-δuhr	'iδ̣-δ̣uhr
δuub	δ̣uub	beeδ	beeδ̣
δamm	δ̣amm	biiδ	biiδ̣
baδii	baδ̣ii	faδδ	baδ̣δ̣

Follow the procedure in Pronunciation Drill 2, UNIT 2.

Drill 3

Arabic γ

Arabic γ is the voiced counterpart of x. If you can produce x and then add the feature of voicing, you will produce γ. γ is similar to the Parisian r.

x vs. γ

xaali	γaali	luxa	luγa
xaam	γaam	baxbax	baγbaγ
xeer	γeer	baxiil	baγiil
xamsa	γamsa	siix	siiγ
xuum	γuum	falax	falaγ
xeeṭ	γeeṭ	baxx	baγγ

VI. GRAMMAR

1. Verbs - Present Tense

Below are the conjugations of the verbs whose stems are -riid- 'to want, to desire', -axiδ- 'to take', -tfaδ̣δ̣al- 'to be so good as to (sit down)', and -ʃrab- 'to drink'.

stem	meaning	'ana	'inta	hiya	'inti	huwa
-riid-	to want	'ariid	tariid	tariid	tariidiin	yariid
-axiδ-	to take	'aaxiδ	taaxiδ	taaxiδ	taaxiδiin	yaaxiδ
-tfaδ̣δ̣al-	to be so good as to	'atfaδ̣δ̣al	titfaδ̣δ̣al	titfaδ̣δ̣al	titfaδ̣δ̣aliin	yitfaδ̣δ̣al
-ʃrab-	to drink	'aʃrab	tiʃrab	tiʃrab	tiʃrabiin	yiʃrab

Notice that feminine, second person, singular ('inti) of the verb is formed by adding the prefix *ti-* or *ta-* and the suffix -*iin* to the stem. Example:

'inti tariidiin	'you (f.s.) want'
'inti taaxiδiin	'you (f.s.) take'
'inti tiʃrabiin	'you (f.s.) drink'
'inti titkallamiin	'you (f.s.) speak'
'inti taruuḥiin	'you (f.s.) go'

2. In the ADA verbal construction *'ana 'ariid 'aruuḥ* 'I want to go' *'ariid* and *'aruuḥ* have the same prefix that refers to the subject *'ana* 'I'. It is equivalent to the English verbal construction: verb + infinitive. Other examples are:

huwa yariid yitkallam ᶜarabi. 'He wants to speak Arabic.'

'inta tariid tiʃrab gahwa. 'You (m.s.) want to drink coffee.'

'inti tariidiin taruuḥiin 'ila l-madrasa. 'You (f.s.) want to go to school.'

3. Noun Constructs

A noun construct is a construction composed of two noun phrases syntactically bound together. The first element consists of a noun which must always be indefinite in form, i.e., it can never take the article prefix -*al*. The entire construction is definite or indefinite in accordance with the second element. The second element can be a single noun, or a noun phrase:

maktab bariid	'a post office'
maktab il-bariid	'the post office'
*il-maktab bariid	

This construction N + ('al-)N is equivalent to any of the following English constructions:

a. NN: 'the office mail' bariid il-maktab

b. N's N: 'the director's office' maktab il-mudiir

c. N of N: 'the office of the school' maktab il-madrasa

If the first element is feminine and has the feminine morpheme -a, we add a -t to it. Examples:

mu^{c}allimat il-madrasa	'the school teacher (f.)'
daxtoorat il-'asnaan	'the dentist (f.)'
daxtoorat 'asnaan	'a dentist (f.)'

These are the rigid restrictions on the occurrence of the first element of a noun construct:

It can only consist of a single noun or a series of nouns, in which case we have constructs within constructs:

maktab il-mudiir	'the director's office'
maktab mudiir il-madrasa	'the office of the school director'
maktab mudiir madrasat il-quds	'the office of the director of the Jerusalem school'

4. Suffixed Pronouns with 'ila

(See UNIT 2, VI.2)

The preposition 'ila drops the a before suffixed pronouns:

'ilii	'for me, to me'	'ilhum	'for them (m.)'
'ilak	'for you (m.s.)'	'ilkum	'for you (m.p.)
'ilitʃ	'for you (f.s.)'	'ilna	'for us'

5. Unlike English, phrases like 'to school' and 'to class' take the article 'al- before nouns:

'aruuḥ 'ila l-madrasa. 'I go to school.'

yaruuḥ 'ila ṣ-ṣaff. 'He goes to class.'

aruuḥ 'ila madrasa. means 'I go to a school.'

yaruuḥ 'ila ṣaff. means 'He goes to a class.'

b. If the cardinal numerals 100, 300, 400... 900 are followed by the item counted, they take the suffix -t̲:

miya but miyat̲ doolaar

θalaaθmiya " θalaaθmiyat̲ diinaar

tisi^{c}miya " tisi^{c}miyat̲ fils

The noun following these numerals should be singular.

miyateen 'two hundred' is a special form.

VII. DRILLS

Drill 1

Say the words that stand for the following:

300	600	900	400	100
500	10	7	1	800
2	3	9	10	5
900	100	800	4	6
8	3	700	600	900

Drill 2

S_1 asks the questions; S_2 uses the word the teacher supplies in the answer.

Example: S_1: ween triid truuḥ?

T : maṭ^{c}am.

S_2: 'ila al-maṭ^{c}am.

Change roles at mid-point.

1. mat^{c}am
2. maṭ^{c}am il-quds
3. 'uteel il-^{c}een
4. 'uteel il-biitʃ
5. il-beetʃ clʌb (ʌ as in u in club)
6. maktab il-bariid
7. 'uteel finiisya
8. 'uteel samiiramiis
9. 'uteel il-ḥamra
10. madrasa
11. mustaʃfa
12. daxtoora
13. daxtoor il-'asnaan
14. maktab il-waziir
15. mu^{c}allim
16. suug
17. ṣaff
18. mudiir
19. maktab il-mudiir
20. muhandis

Drill 3 Substitution

a. 'ariid 'aruuḥ 'ila l-maṭ^{c}am. 'I want to go to the restaurant.'

'abu δ̣abi.

suuryaa.

bayruut.

l-mustaʃfa

maṭ^{c}am il-quds

makṭab il-waziir

as-suug

maṭ^{c}am il-quds

al-madrasa

aṣ-ṣaff

'uteel samiiramiis

'amriika

labnaan

al-'urdun

maktab il-bariid

b. triid truuḥ 'ila al-maṭ^{c}am. 'You want to go to the restaurant.'
Use substitutions from a. above.

Drill 4 Variable Substitution

Base Sentence: 'ariid 'aruuḥ 'ila al-maṭ^{c}am. 'I want to go to the restaurant.'

1. maktab il-mudiir
2. maktab il-waziir
3. 'al-madrasa
4. 'al-waziir
5. 'is-saa^{c}a xamsa
6. 'is-saa^{c}a ^{c}aʃara
7. 'il-yoom
8. ma^c ^{c}abdalla
9. halḥiin
10. ma^c il-waziir
11. ma^c il-muhandis
12. ma^c il-mu^{c}allima
13. 'is-suug
14. 'al-uteel
15. halḥiin
16. hiya
17. saalem
18. maktab il-bariid
19. 'arizoona
20. 'inti
21. 'inta
22. faaṭma
23. salma
24. 'ana
25. 'inti
26. 'al-kweet
27. hiya
28. huwa
29. 'ana
30. 'inti

Drill 5 Repetition

1. maktab il-bariid
2. maktab il-waziir
3. maktab il-muhandis
4. maktab il-muwaδ̣δ̣af
5. maktab il-mudiira
6. maktab id-daxtoora
7. ḥaal jim
8. ḥaal il-waziir
9. ṣaff il-mu^{c}allim
10. maṭ^{c}am iʃ-ʃarq
11. maṭ^{c}am iʃ-ʃaarq il-awsaṭ
12. ^{c}amal il-muhandis
13. 'ism il-madrasa
14. ṭaqs 'abu δ̣abi

15. ṭaqs labnaan

16. ṣaff il-ᶜarabi

17. maktab mudiir il-madrasa

18. maktab mudiirat il-madrasa

19. mustaʃfa 'abu δ̣abi

20. 'ism mustaʃfa l-madrasa

Drill 6 Substitution

a. 'inta triid truuḥ maᶜ il-mudiir. 'You (m.s.) want to go with
il-waziir. the director.'
il-muhandis.
il-muᶜallim.
il-mudiira.
il-muwaδ̣δ̣afa.
il-muhandisa.
id-daxtoor.
id-daxtoora.
daxtoor il-'asnaan.
mḥammad.
ḥamad.
ᶜabdalla.
is-sayyid jumᶜa.
is-sayyida samiira.

b. Substitute hiya for 'inta in a. above.

Drill 7 Substitution

a. 'inta triid tiʃrab maᶜ il-mudiir. 'You (m.s.) want to drink with the director.'
Use substitutions from Drill 6, a. above.

b. Substitute hiya for 'inta in a. above.

Drill 8

Repeat procedure in Drill 7 above with:

'inta triid titkallam ʃwayy maᶜ il-mudiir.
'You (m.s.) want to talk a little bit with the director.'

Drill 9 Transformation

T: sabaᶜmiya fils

S: sabaᶜmiyat fils

sabaᶜmiya	fils	sitmiya	fils
sabaᶜmiya	doolaar	θamaanmiya	rubbiyya
miya	fils	θamaanmiya	liira
miya	doolaar	tisiᶜmiya	fils
miya	muhandis	sabaᶜmiya	diinaar
θalaθmiya	fils	miya	daxtoor
'arbaᶜmiya	liira	xamsmiya	madrasa
'arbaᶜmiya	liira	xamsmiya	ᶜarabi
xamsmiya	fils	θamaanmiya	ᶜarabi
miyateen	diinaar	sitmiya	labnaani
sitmiya	diinaar	tisiᶜmiya	balad

(The dinar referred to here is the Bahreini dinar = $2. There are 100 fils to a dinar. The liira is the Lebanese or Syrian pound = $0.30.)

Drill 10 Transformation

Change to the feminine:

1. ruuḥ 'ila al-madrasa.
2. ruuḥ ila ad-daxtoor.
3. 'itfaδ̣δ̣al.
4. 'itfaδ̣δ̣al istriih.
5. ween triid truuḥ?
6. ween triid tiʃrab biira?
7. ʃuu triid tiʃrab?
8. ʃuu tiʃrab?
9. 'il-baaqi 'ilak.
10. ᶜindak ʃuγul?
11. ᶜindak ᶜamal?
12. ᶜindak biira?
13. ᶜindak mawᶜid maᶜ il-waziir?
14. haaδa l-balad ḥaarr.
15. ʃukran yaa sayyid samiir.
16. kam triid?

17. 'inta titkallam ^{c}arabi zeen.

18. hal huwa fi ʃ-ʃuγl?

19. ʃuu 'ismak?

20. wee ^{c}aayiltak yaa sayyid jamiil?

Drill 11 Question - Answer

S_1 asks questions; S_2 answers.

Example: S_1: kam yiṣiir? 'How much is it?'

T: 700 fils.

S_2: saba^{c}miyat fils. '700 fils.'

Change roles at mid-point.

1. 500 dollars
2. 300 dinars
3. 600 fils
4. 900 liras
5. 600 fils
6. 600 dinars
7. 700 engineers
8. 100 teachers
9. 400 schools
10. 800 hospitals

Drill 12 Substitution

a. min fað̣lak ween il-mudiir? 'Where is the director, please?'

'uteel finiisya?

il-baaqi?

il-mustaʃfa?

maṭ^{c}am iʃ-ʃeex?

il-baxʃiiʃ?

maktab il-bariid?

il-bariid?

id-daxtoor jum^{c}a?

is-sayyid saliim?

il-madrasa?

maktab iʃ-ʃeex?

mudiirat il-madrasa?

mudiir il-mustaʃfa?

'uteel il-ᶜeen?

b. Change a. to the feminine.

c. Answer the questions in a. and b.

Drill 13 Substitution

'ana 'ariid ʃwayy gahwa. 'I want a little coffee.'

ʃaay.

mayy.

ʃuγul.

ᶜamal.

ḥaliib.

biira.

wiski.

votka.

gahwa maᶜ ḥaliib.

ʃaay maᶜ ḥaliib.

gahwa.

ʃaay maᶜ ʃakar.

gahwa maᶜ ʃakar.

ḥaliib.

UNIT 7

I. DIALOG

taxi(ii)

ḥasan: masa l-xeer.

fred: masa l-xeer.

ḥasan: 'inta triid taxi?

fred: na^{c}am. 'ana 'ariid taxi.

ḥasan: ween triid truuḥ?

fred: 'ariid 'aruuḥ 'ila 'uteel samiiramiis.

ḥasan: zeen. 'itfaδ̣δ̣al.

fred: kam triid?

ḥasan: θalaaθa diinaar.

fred: haaδa kaθiir 'adfa^c diinaareen bas.

ḥasan: zeen. 'itfaδ̣δ̣al.

ḥasan: min ween 'inta yaa sayyid?

fred: 'ana min 'amriika.

ḥasan: 'ahlan wa sahlan. haaδi 'awwal marra tajii 'ila 'abu δ̣abi?

fred: laa. haaδi θaaliθ marra.

ḥasan: kam ṣaarlak hini?

fred: ṣaarlii ^{c}aʃar 'ayyaam bas.

ḥasan: 'inʃaalla 'a^{c}jabatk il-balad.

fred: na^{c}am. 'a^{c}jabatnii kaθiir.

ḥasan: hal ^{c}aayiltak ma^{c}ak?

fred: laa. ^{c}aayiltii muʃ ma^{c}ii.

II. TRANSLATION

Taxi(ii)

Hasan: Good afternoon (evening).

Fred: Good afternoon (evening).

Hasan: Do you want a taxi?

Fred: Yes, I want a taxi.

Hasan: Where do you want to go?

Fred: I want to go to Semiramis Hotel.

Hasan: All right. Get in.

Fred: How much do you want?

Hasan: Three dinars.

Fred: This is too much. I'll pay only two dinars.

Hasan: O. K. Get in.

Hasan: Where are you from, Sir?

Fred: I'm from America.

Hasan: You're welcome. Is this the first time you come to Abu Dhabi?

Fred: No. It's the third time.

Hasan: How long have you been here?

Fred: I have been here for ten days only.

Hasan: I hope you are pleased with the country.

Fred: Yes, very much.

Hasan: Is your family with you?

Fred: No, my family is not with me.

III. VOCABULARY

'ariid	I want
kaθiir	much; many; a lot

'adfa^{c}	I pay
diinaareen	two dinars
bas	only
'awwal	first
marra	time; once
tajii	you come (m.s.)
θaaliθ	third
ṣaar	it happened; it became; it changed into
'ayyaam	(pl. of yoom) days
'a^{c}jabatk	it (f.s.) pleased you; you liked it
muʃ	(neg. particle) not

IV. ADDITIONAL VOCABULARY

θaanii	second
θaaliθ	third
raabi^{c}	fourth
xaamis	fifth
saadis	sixth
saabi^{c}	seventh
θaamin	eighth
taasi^{c}	ninth
triidiin	you (f.s.) want
triiduun	you (m.pl.) want
tidfa^{c}	you (m.s.) pay; she pays
tidfa^{c}iin	you (f.s.) pay
tidfa^{c} uun	you (m.pl.) pay

tajii	she comes; you (m.s.) come
tajiin	you (f.s.) come
tajuun	you (m.pl.) come
'ajii	I come
a^{c}jabatna	it (f.s.) pleased us
a^{c}jabathum	it (f.s.) pleased them
a^{c}jabatkum	it (f.s.) pleased you (m.pl.)

V. GRAMMAR

1. kam yiṣiir? vs. kam triid?

kam yiṣiir 'How much is it?' in ADA is used in inquiring about how much a thing is, i.e., according to a fixed tariff or price. kam triid is literally 'How much do you want?' This second phrase is more personalized, i.e., you are asking how much the person charges or literally 'wants'. Ask a cab driver kam yiṣiir? and not kam triid; you may be charged more if you use the latter.

2. Verbs - Present Tense

Below is a chart showing the conjugations of the two present tense verbs whose stems are -dfa^c- 'to pay' and -jii- 'to come' as presented in this lesson. -dfa^c- is regular but -jii- is irregular:

stem	meaning	'ana	'inta/hiya	'inti	huwa	'intum
-dfa^c-	to pay	'adfa^c	tidfa^c	tidfa^{c}iin	yidfa^c	yidfa^{c}uun
-jii-	to come	'ajii	tajii	tajiin	yajii	yajuun

Notice that the masculine,second person plural ('intum) form of the verb is formed by adding -uun to the masculine, second person singular:

'inta tidfa^{c}. 'you (m.s.) pay.'intum tidfa^{c}uun. 'you (m.p.) pay.'

'inta taruuh. 'you (m.s.) go.'intum taruuhuun. 'you (m.p.) go.'

'inta titkallam. 'you (m.s.) speak.'intum titkallamuun. 'you (m.p.) speak.'

Warning: 'inti tajiin.'you (f.s) come.' not *'inti tajiiiin.

'intum tajuun. 'you (m.p.) come.' not *intum tajiiuun.

3. Number

English has two numbers; singular and plural. Arabic has three numbers: singular, dual (two), and plural. The dual is formed by adding the morpheme -een or -teen. The latter, -teen, is added to words that end in -a (in most cases a feminine ending) except for musta∫fa 'hospital' whose dual is musta∫fayeen 'two hospitals' and not *musta∫fateen. Examples:

diinaar	'one dinar'	diinaareen	'two dinars'
waziir	'one minister'	waziireen	'two ministers'
mu^{c}allima	'one teacher (f.)'	mu^{c}allimateen	'two teachers (f.)'
mudiira	'one director (f.)'	mudiirateen	'two directors (f.)'

4. Ordinals

The ordinals 'awwal 'the first'—^{c}aa∫ir 'the tenth' as presented in this lesson are followed by singular nouns:

'awwal marra	'the first time'
^{c}aa∫ir madrasa	'the tenth school'

These ordinals are not inflected for gener or number:

'awwal mu^{c}allim	'the first (m.) teacher'
'awwal mu^{c}allima	'the first (f.) teacher'
'awwal mu^{c}allimeen	'the first (m.) two teachers'
'awwal mu^{c}allimateen	'the first (f.) two teachers'

The formations of 'awwal 'the first' and θaani 'the second' from waaḥid 'one' and 'iθneen 'two' are irregular. The rest, i.e., θaaliθ 'the third'——^{c}aaʃir 'the tenth' are fairly regular. They are formed according to the pattern $C_1aaC_2iC_3$, where C_1 stands for the first consonant of the cardinal:

θalaaθa	θaaliθ	'the third'
'arba^{c}a	raabi^c	'the fourth'
xamsa	xaamis	'the fifth'
sitta	saadis	'the sixth' (saatit is preserved in the speech of older people.
sab^{c}a	saabi^c	'the seventh'
θamaanya	θaamin (drop -ya)	'the eighth'
tis^{c}a	taasi^c	'the ninth'
^{c}aʃara	^{c}aaʃir	'the tenth'

5. kam ṣaarlak hini? is to be learned as a formula. It means (not literally) 'How long have you (m.) been here?

kam ṣaarlitʃ hini? 'How long have you (f.) been here?'

kam ṣaarlahum hini? 'How long have they (m.) been here?'

kam ṣaarlana hini? 'How long have we been here?'

kam ṣaarlii hini? 'How long have I been here?'

6. Cardinal numerals 3-10 take a plural noun, and they are not inflected for gender in ADA:

caʃar 'ayyaam	'ten days'
tis^c 'ayyaam	'nine days'
xams 'ayyaam	'five days'

Note that cardinals drop the -a when followed by the item counted except for monetary units, which are singular:

caʃara diinaar	'ten dinars'
tis^{c}a doolaar	'nine dollars'
xamsa fils	'five fils'

7. laa vs. muʃ

laa 'no' is used in an answer to a question. It negates the whole idea or meaning. muʃ 'not' negates and should always precede a noun or a phrase:

huwa muʃ muhandis. 'He is not an engineer.'
hiya muʃ hini. 'She is not here.'
hum muʃ fi l-madrasa. 'They are not at school.'
^{c}aayiltii muʃ ma^{c}ii. 'My family is not with me.'

8. 'inʃalla literally means 'if God wills'. It is frequently used in the speech of Abu Dhabians. It generally means: 'I hope that..., I anticipate that...':

'inʃalla a^{c}jabatk il-balad. 'I hope you liked the country.'
'inʃalla l-mudiir hini. 'I hope the director is here.'
'inʃalla taruuḥ 'ila 'abu δ̣abi. 'I hope that you (m.s.) will go to Abu Dhabi.'

VI. DRILLS

Drill 1 Repetition

yoom	waaḥid	diinaar	waaḥid
yoomeen		diinaareen	
θalaaθ	'ayyaam	θalaaθa	diinaar
'arba^c	'ayyaam	'arba^{c}a	diinaar
xams	'ayyaam	xamsa	diinaar

sit	'ayyaam	sitta	diinaar
sab^c	'ayyaam	sab^{c}a	diinaar
θamaan	'ayyaam	θamaanya	diinaar
tis^c	'ayyaam	tis^{c}a	diinaar
^{c}aʃar	'ayyaam	^{c}aʃara	diinaar

Drill 2 Repetition

a. 'awwal
θaani
θaaliθ
raabi^c
xaamis
saadis
saabi^c
θaamin
taasi^c
^{c}aaʃir

b. Transformation

T: yoom waaḥid 'one day'

S: 'awwal yoom 'the first day'

1. yoom 'iθneen
2. yoom θalaaθa
3. yoom 'arba^{c}a
4. marra xamsa
5. marra sitta
6. marra sab^{c}a
7. marra θamaanya
8. daxtoor tis^{c}a
9. daxtoor ^{c}aʃara
10. daxtoor waaḥid
11. madrasa waaḥid
12. madrasa 'iθneen
13. madrasa ^{c}aʃara
14. madrasa 'iθneen

Substitute maṭ^{c}am, balad, maktab, and suug, for the nouns in b. above.

Drill 3 Chain Drill

S_1: kam ṣarlak hini? 'How long have you (m.s.) been here?'

T : xams 'ayyaam. 'Five days.'

S_2: ṣaarlii xams 'ayyaam hini bas. 'I have been here for five days only.'

1. yoom waaḥid
2. θalaaθ 'ayyaam
3. tis^{c} 'ayyaam
4. xams 'ayyaam
5. ^{c}aʃar 'ayyaam
6. yoomeen -
7. sit 'ayyaam
8. θamaan 'ayyaam
9. yoomeen -
10. 'arba^{c} 'ayyaam
11. θamaan 'ayyaam
12. tis^{c} 'ayyaam
13. sit 'ayyaam
14. yoom waaḥid
15. θalaaθ 'ayyaam
16. θamaan 'ayyaam

Drill 4 Variable Substitution

Base Sentence: huwa yaruuḥ 'ila l-madrasa. 'He goes to school.'

1. hiya
2. mustaʃfa
3. maktab
4. hum
5. waziir
6. 'inta
7. daxtoor
8. mudiir
9. 'inti
10. ^{c}amal
11. ʃuɣul
12. muwaδ̣δ̣af
13. 'ana
14. maṭ^{c}am
15. maktab il-bariid
16. hum
17. labnaan
18. huwa
19. balad
20. 'abu δ̣abi

Drill 5 Repetition

huwa	yistariiḥ	yidfa^{c}	yajii
hiya	tistariiḥ	tidfa^{c}	tajii
hum	yistariiḥuun	yidfa^{c}uun	yajuun
'ana	'astariiḥ	'adfa^{c}	'ajii
'inta	tistariiḥ	tidfa^{c}	tajii
'inti	tistariiḥiin	tidfa^{c}iin	tajiin

Drill 6 Variable Substitution

Substitute yajii 'he comes' for yaruuḥ in Drill 6.

Drill 7 Variable Substitution

Base sentence: huwa yitkallam ^{c}arabi kaθiir. 'He speaks Arabic a lot'.

1. hiya
2. ʃwayy
3. il-yoom
4. 'inta
5. kaθiir
6. hum
7. 'ana
8. 'inti
9. ʃwayy
10. huwa
11. yariid
12. hum
13. faaṭma
14. salma
15. ^{c}ali
16. 'inti
17. 'intum
18. 'inta
19. hum
20. 'itum

Drill 8 Substitution

a. 'ariid kaθiir gahwa. 'I want a lot of coffee.'

ʃakar.
ḥaliib
ʃaay
mayy
wiski
ʃuγul.
^{c}amal.

b. 'ariid gahwa kaθiir. 'I want a lot of coffee.'

Use same substitutions in a.

Drill 9 Transformation

a) Base sentence: huwa yiriid yistariiḥ hini.

'He wants to rest here.'

1. hiya
2. 'inta
3. 'ana
4. 'inti
5. hum
6. huwa
7. hum
8. 'ana
9. hiya
10. 'inta

b) huwa yiriid yajii hini. 'He wants to come here.'

1. 'inta
2. 'ana
3. hum
4. hiya
5. 'inti
6. huwa
7. 'ana
8. hum
9. 'inta
10. 'inti

Drill 10 Aural Comprehension

'ismii ^{c}abdalla. 'ana min 'abu δ̣abi. ṣ^{a}arlii fii 'amriika ^{c}aʃar 'ayyaam bas. 'iṭ-ṭaqs fii tuuṣaan ḥaarr walaakin ḥaaf fi ṣ-ṣeef. fii 'abu δ̣abi iṭ-ṭaqs ḥaarr walaakin raṭib fi ṣ-ṣeef. haaδi l-balad 'a^{c}jabatni kaθiir w iʃ-ʃuγul fiiha kaθiir. hal ḥazza 'ariid 'aruuḥ. ^{c}aayilti fii 'abu δ̣abi, muʃ ma^{c}ii. ^{c}indii maw^{c}id ma^{c} il-mudiir is-saa^{c}a θalaaθa. fii maanillaah.

Questions

1. ʃuu 'ismii?
2. min ween 'ana?
3. kamṣaarlii fii 'amriika?
4. keef iṭ-ṭaqs fii tuuṣaan fi ṣ-ṣeef?
5. hal iṭ-ṭaqs raṭib fii tuuṣaan fi ṣ-ṣeef?

6. keef iṭ-ṭaqs fi ṣ-ṣeef fii 'abu δ̣abi?
7. hal 'a^{c}jabatnii haaδi l-balad ʃwayy?
8. keef iʃ-ʃuγul fii haaδi l-balad?
9. hal ^{c}aayiltii ma^{c}ii?
10. hal ^{c}indii maw^{c}id ma^{c} id-daxtoor?
11. hal ^{c}indii maw^{c}id is-saa^{c}a θamaanya?

Drill 11 Question - Answer

Answer the following questions:

1. kam is-saa^{c}a?
2. ʃuu l-yoom?
3. min ween 'inta ('inti)?
4. kam tariid (tariidiin)?
5. kam tidfa^{c}?
6. kam ṣaarlak hini?
7. kam diinaar ^{c}indak (^{c}inditʃ)?
8. kam diinaar ^{c}indahum?
9. keef ḥaalak?
10. keef il-^{c}aayla? keef ^{c}aayiltak? kullahum bxeer?
11. keef iṭ-ṭaqs fi ṣ-ṣeef hini?
12. keef iṭ-ṭaqs fi ʃ-ʃita fii tuuṣaan?
13. ween maktabak?
14. ʃuu triid?
15. hal 'a^{c}jabatk il-balad?
16. hal 'ismitʃ faaṭma?
17. hal ^{c}indak (^{c}inditʃ) maw^{c}id?
18. ʃuu 'ism daxtoor il-'asnaan?
19. kam ṣaarlana hini?
20. min ween is-sayyid jamiil?

UNIT 8

I. DIALOG

maw^{c}id (ii)

yuusif : ṣabaaḥ il-xeer yaa mḥammad!

mḥammad: ṣabaaḥ il-xeer yaa yuusif.

yuusif : kam is-saa^{c}a halḥiin mif faδ̣lak?

mḥammad: θna^{c}ʃ wa nuṣṣ.

yuusif : ^{c}indii maw^{c}id ma^c id-daxtoor is-saa^{c}a θinteen 'illaa rub^c.

mḥammad: ma^c 'ayya daxtoor?

yuusif : ma^c id-daxtoor saami, daxtoor il-'asnaan.

mḥammad: 'inta 'asnaanak muʃ zeen?

yuusif: na^{c}am. 'asnaani muʃ zeen kaθiir.

mḥammad: ba^{c}d saa^{c}a 'ana 'ariid 'aruuḥ 'ila ṣaff il-'ingliizi. ^{c}indii ṣaff il-yoom.

yuusif : zeen. 'ana 'ajii ba^{c}d bukra hini wa 'aʃrab ma^{c}ak gahwa fii maktabak.

mḥammad: 'ahlan wa sahlan.

yuusif : fi maanillaah.

mḥammad: ma^c is-salaama.

II. TRANSLATION

An Appointment (ii)

Yusif : Good morning, Mohammad!

Mohammad: Good morning, Yusif.

Yusif : What time is it now, please?

Mohammad: Half past twelve.

Yusif : I have an appointment with the doctor at quarter to two.

Mohammad: With which doctor?

Yusif : With Doctor Sami, the dentist.

Mohammad: Your teeth are not good?

Yusif : Yes, my teeth are not very good.

Mohammad: In one hour I want to go to the English class. I have a class today.

Yusif : Fine, I will come here after tomorrow and I'll drink coffee with you in your office.

Mohammad: You're welcome.

Yusif : Good-bye.

Mohammad: Bye.

III. VOCABULARY

nuṣṣ	half
hum	they
ḥinna, niḥna	we
iṣ-ṣubḥ	in the morning
iδ̣-δ̣uhr	noon; noontime
ba^{c}d iδ̣-δ̣uhr	in the afternoon
il-masa	in the evening (m.)
rub^{c}	quarter (m.)
'illaa rub^{c}	quarter to
wa rub^{c}	quarter past
gabil	before
ba^{c}d	after; in (with time expression)
bukra	tomorrow
yoom il-samiis	on Thursday
yoom is-sabt	on Saturday
ḥda^{c}ʃ	eleven
θna^{c}ʃ	twelve

leel	night(time)(m.), evening
nuṣṣ	midnight
mawjuud	found (m.); located; existing

IV. GRAMMAR

1. Telling Time (See UNIT 4, VI 3.)

In telling time with fractions of an hour (i.e. with minutes, quarters and halves), always start off with whole numbers and then add wa and/or 'illaa 'to; minus' before the fraction. Examples:

'is-saa^{c}a xamsa w nuṣṣ.	'It's half past five.'
'is-saa^{c}a xamsa w rub^c.	'It's quarter past five.'
'is-saa^{c}a xamsa 'illaa rub^c.	'It's quarter to five.'
'is-saa^{c}a xamsa w ^{c}aʃara.	'It's ten minutes past five.'
'is-saa^{c}a xamsa 'illaa xamsa.	'It's five to five.'

2. Verbs - Present Tense

The masculine, third person plural (hum) form of the verb is formed by adding -uun to the masculine, third person singular. Examples:

huwa yaruuḥ	'He goes.'	hum yaruuḥuun	'They go.'
huwa yidfa^c	'He pays.'	hum yidfa^{c}uun	'They pay.'
huwa yiʃrab	'He drinks.'	hum yiʃrabuun	'They drink.'
huwa yitkallam	'He speaks.'	hum yitkallamuun	'They speak.'

3. ba^{c}d and gabil

ba^{c}d as a preposition has the meanings of 'after' or 'in' depending upon the noun or phrase that follows it. Examples:

huwa fi l'maktab ba^{c}d 'is-saa^{c}a waḥda.	'He will be (is) in the office after one o'clock.'
'ajii hini ba^{c}d bukra.	'I (will) come here after tomorrow.'

'is-sabt ba^{c}d il-jum^{c}a.	'Saturday is after Friday.'
'ana 'atkallam ba^{c}d il-mudiir.	'I (will) speak after the director.'
salma titkallam ba^{c}d saa^{c}a.	'Salma will speak, speaks, in one hour.'
ba^{c}d yoomeen yaruuḥuun 'ila 'abu δ̣abi.	'In two days, they (will) go to Abu Dhabi.'

gabil in this lesson means 'before':

'is-sabt gabil il-'aḥad.	'Saturday is before Sunday.'
^{c}ali yaruuḥ gabil 'aḥmad.	'Ali goes before Ahmad.'

4. yoom il-jum^{c}a 'on Friday' is a phrase. 'alyoom il-jum^{c}a 'Today is Friday.' is a sentence. The two expressions are liable to be confused.

yoom is-sabt	'on Saturday'
'al-yoom is-sabt.	'Today is Saturday.'

5. 'almasa and 'al-leel

There are restrictions on the occurrences of these words.

Examples:

'is-saa^{c}a sitta l-masa.	'It's six in the evening.' or 'at six in the evening'
*is-saa^{c}a sitta l-leel.	
'is-saa^{c}a sitta fi l-leel.	'at six in the evening'
'is-saa^{c}a sitta fi l-masa	'at six in the evening'

V. DRILLS

Drill 1 Substitution

kam is-saa^{c}a? 'What time is it?' 'is-saa^{c}a waḥda. 'It's one o'clock.

θinteen.

θalaaθa.

'arba^{c}a.

xamsa.

sitta.

sab^{c}a.

θamaanya.

tis^{c}a.

^{c}aʃara.

ḥda^{c}ʃ.

θna^{c}ʃ.

waḥda.

θinteen.

^{c}aʃara.

Drill 2 Chain

When you hear the time, change the sentence to the negative and give a new time by adding one hour.

Example: T: 'is-saa^{c}a waḥda. 'It's one o'clock.'

S: 'is-saa^{c}a muʃ waḥda. 'is-saa^{c}a θinteen.

'It isn't one o'clock. It's two o'clock.'

1. 'is-saa^{c}a waḥda.
2. 'is-saa^{c}a θinteen.
3. 'is-saa^{c}a θalaaθa.
4. 'is-saa^{c}a 'arba^{c}a.
5. 'is-saa^{c}a xamsa.
6. 'is-saa^{c}a sitta.
7. 'is-saa^{c}a waḥda.
8. 'is-saa^{c}a θinteen
9. 'is-saa^{c}a θna^{c}ʃ.
10. 'is-saa^{c}a ḥda^{c}ʃ.
11. 'is-saa^{c}a sab^{c}a.
12. 'is-saa^{c}a θamaanya.
13. 'is-saa^{c}a tis^{c}a.
14. 'is-saa^{c}a ^{c}aʃara.
15. 'is-saa^{c}a ḥda^{c}ʃ.
16. 'is-saa^{c}a θna^{c}ʃ.
17. 'is-saa^{c}a ^{c}aʃara.
18. 'is-saa^{c}a ḥda^{c}ʃ.
19. 'is-saa^{c}a θinteen.
20. 'is-saa^{c}a waḥda.

Drill 3 Chain

Teacher makes a clock face. The hands are set at different times. One student should ask the question: kam is-saa^{c}a? The next student should give the answer: 'is-saa^{c}a ________. 'It's _______.' When the second student gives the answer, the teacher asks, using the incorrect time: hal is-saa^{c}a ________? 'Is it ______?' A third student then answers: laa. 'is-saa^{c}a muʃ ______. 'is-saa^{c}a ______. 'No, it's not ______. It's ______.'

Drill 4 Repetition

1. 'is-saa^{c}a waḥda ṣ-ṣubḥ.
2. 'is-saa^{c}a θinteen iṣ-ṣubḥ.
3. 'is-saa^{c}a θalaaθa ṣ-ṣubḥ.
4. 'is-saa^{c}a 'arba^{c}a ṣ-ṣubḥ.
5. 'is-saa^{c}a xamsa ṣ-ṣubḥ.
6. 'is-saa^{c}a sitta ṣ-ṣubḥ.
7. 'is-saa^{c}a sab^{c}a ṣ-ṣubḥ.
8. 'is-saa^{c}a θamaanya ṣ-ṣubḥ.
9. 'is-saa^{c}a tis^{c}a ṣ-ṣubḥ.
10. 'is-saa^{c}a ^{c}aʃara ṣ-ṣubḥ.
11. 'is-saa^{c}a ḥda^{c}ʃ iṣ-ṣubḥ.
12. 'is-saa^{c}a θna^{c}ʃ iδ̣-δ̣uhr.
13. 'is-saa^{c}a waḥda ba^{c}d iδ̣-δ̣uhr.
14. 'is-saa^{c}a θinteen ba^{c}d iδ̣-δ̣uhr.
15. 'is-[illegible] θalaaθa ba^{c}d iδ̣-δ̣uhr.
16. 'is-saa^{c}a 'arba^{c}a ba^{c}d iδ̣-δ̣uhr.
17. 'is-saa^{c}a xamsa ba^{c}d iδ̣-δ̣uhr.

18. 'is-saa^{c}a sitta ba^{c}d iδ̣-δ̣uhr.

19. 'is-saa^{c}a sab^{c}a l-masa.

20. 'is-saa^{c}a θamaanya l-masa.

21. 'is-saa^{c}a tis^{c}a l-masa.

22. 'is-saa^{c}a ^{c}aʃara l-masa.

23. 'is-saa^{c}a ḥda^{c}ʃ il-masa.

24. 'is-saa^{c}a θna^{c}ʃ nuṣṣ il-leel.

Drill 5

a) Repetition

1. 'is-saa^{c}a waḥda w nuṣṣ. 'It's half past one.'

2. 'is-saa^{c}a θinteen wa nuṣṣ.

3. 'is-saa^{c}a θalaaθa w nuṣṣ.

4. 'is-saa^{c}a 'arba^{c}a w nuṣṣ.

5. 'is-saa^{c}a xamsa w nuṣṣ.

6. 'is-saa^{c}a sitta w nuṣṣ.

7. 'is-saa^{c}a sab^{c}a w nuṣṣ.

8. 'is-saa^{c}a θamaanya w nuṣṣ.

9. 'is-saa^{c}a tis^{c}a w nuṣṣ.

10. 'is-saa^{c}a ^{c}aʃara w nuṣṣ.

11. 'is-saa^{c}a ḥda^{c}ʃ wa nuṣṣ.

12. 'is-saa^{c}a θna^{c}ʃ wa nuṣṣ.

b) Teacher writes 1:30 on the board and says: ba^{c}d iδ̣-δ̣uhr. 'in the afternoon.' Students say: 'is-saa^{c}a waḥda w nuṣṣ ba^{c}d iδ̣-δ̣uhr. 'It's half past one in the afternoon.'

Drill 6 Chain

T: hal huwa mawjuud is-saa^{c}a waḥda? 'Is he here at one o'clock?'

P: laa. huwa muʃ mawjuud is-saa^{c}a waḥda. huwa mawjuud is-saa^{c}a waḥda w nuṣṣ. 'No, he isn't here at one o'clock. He is here at half past one.'

1. is-saa^{c}a θinteen
2. is-saa^{c}a θalaaθa
3. is-saa^{c}a 'arba^{c}a
4. is-saa^{c}a xamsa
5. is-saa^{c}a sitta
6. is-saa^{c}a sab^{c}a
7. is-saa^{c}a θamaanya
8. is-saa^{c}a tis^{c}a
9. is-saa^{c}a ^{c}aʃara w nuṣṣ
10. is-saa^{c}a θalaaθa w nuṣṣ.
11. is-saa^{c}a samsa w nuṣṣ
12. is-saa^{c}a θinteen w nuṣṣ
13. is-saa^{c}a θna^{c}ʃ w nuṣṣ
14. is-saa^{c}a waḥda w nuṣṣ
15. is-saa^{c}a ḥda^{c}ʃ w nuṣṣ
16. is-saa^{c}a tis^{c}a l-masa
17. is-saa^{c}a 'arba^{c}a ba^{c}d iδ̣-δ̣uhr
18. is-saa^{c}a θna^{c}ʃ nuṣṣ il-leel
19. is-saa^{c}a θamaanya ṣ-ṣubḥ
20. is-saa^{c}a sitta l-masa

Repeat with she and you (m.s.).

Drill 7 Completion

When you hear the words, complete this sentence: hum hini is-saa^{c}a ____________. 'They are here_______.'

1. two o'clock in the afternoon
2. three o'clock
3. half past three
4. four o'clock
5. half past four
6. five o'clock in the afternoon
7. half past five
8. six o'clock
9. half past six
10. seven o'clock in the morning
11. half past seven
12. eight o'clock in the evening
13. half past eight
14. nine o'clock
15. half past nine
16. ten o'clock
17. half past ten in the evening
18. eleven o'clock
19. half past eleven
20. twelve o'clock (noon)
21. twelve o'clock (midnight)
22. eleven o'clock in the morning

Repeat with 'ana and ḥinna.

Drill 8

Listen and repeat:

1. 'is-saa^{c}a waḥda w rub^{c}.
2. 'is-saa^{c}a θinteen w rub^{c}.
3. 'is-saa^{c}a θalaaθa w rub^{c}.
4. 'is-saa^{c}a 'arba^{c}a w rub^{c}.
5. 'is-saa^{c}a xamsa w rub^{c}.
6. 'is-saa^{c}a sitta w rub^{c}.
7. 'is-saa^{c}a sab^{c}a w rub^{c}.
8. 'is-saa^{c}a θamaanya w rub^{c}.
9. 'is-saa^{c}a tis^{c}a w rub^{c}.
10. 'is-saa^{c}a ^{c}aʃara w rub^{c}.
11. 'is-saa^{c}a ḥda^{c}ʃ w rub^{c}.
12. 'is-saa^{c}a θna^{c}ʃ w rub^{c}.
13. 'is-saa^{c}a waḥda 'illaa rub^{c}.
14. 'is-saa^{c}a θinteen 'illaa rub^{c}.
15. 'is-saa^{c}a θalaaθa 'illaa rub^{c}.
16. 'is-saa^{c}a 'arba^{c}a 'illaa rub^{c}.
17. 'is-saa^{c}a xamsa 'illaa rub^{c}.
18. 'is-saa^{c}a sitta 'illaa rub^{c}.
19. 'is-saa^{c}a sab^{c}a 'illaa rub^{c}.
20. 'is-saa^{c}a θamaanya 'illaa rub^{c}.
21. 'is-saa^{c}a tis^{c}a 'illaa rub^{c}.
22. 'is-saa^{c}a aʃara 'illaa rub^{c}.
23. 'is-saa^{c}a ḥda^{c}ʃ 'illaa rub^{c}.
24. 'is-saa^{c}a θna^{c}ʃ 'illaa rub^{c}.

Drill 9 Answer the following questions:

T: hal is-saa^{c}a waḥda w rub^{c}? 'Is it quarter past one?'

P: laa. 'is-saa^{c}a waḥda 'illaa rub^{c}. 'No, it's quarter to one.'

1. hal is-saa^{c}a waḥda w rub^{c}?
2. hal is-saa^{c}a θinteen wa rub^{c}?
3. hal is-saa^{c}a θalaaθa w rub^{c}?
4. hal is-saa^{c}a 'arba^{c}a w rub^{c}?
5. hal is-saa^{c}a xamsa w rub^{c}?
6. hal is-saa^{c}a sitta w rub^{c}?
7. hal is-saa^{c}a sab^{c}a w rub^{c}?
8. hal is-saa^{c}a θamaanya w rub^{c}?
9. hal is-saa^{c}a tis^{c}a w rub^{c}?
10. hal is-saa^{c}a ^{c}aʃara w rub^{c}?
11. hal is-saa^{c}a ḥda^{c}ʃ w rub^{c}?

12. hal is-saa^{c}a θna^{c}ʃ w rub^c?

13. hal is-saa^{c}a 'arba^{c}a w rub^c?

14. hal is-saa^{c}a tis^{c}a w rub^c?

15. hal is-saa^{c}a sitta w rub^c?

16. hal is-saa^{c}a waḥda w rub^c?

17. hal is-saa^{c}a θinteen wa rub^c?

18. hal is-saa^{c}a θamaanya w rub^c?

19. hal is-saa^{c}a ḥda^{c}ʃ wa rub^c?

20. hal is-saa^{c}a waḥda w rub^c?

21. hal is-saa^{c}a xamsa w rub^c?

22. hal is-saa^{c}a θinteen wa rub^c?

23. hal is-saa^{c}a ^{c}aʃara w rub^c?

24. hal is-saa^{c}a θna^{c}ʃ wa rub^c?

Drill 10

a) Repetition

'as-sabt

'al-'aḥad

'al-'iθneen

'aθ-θalaaθa

'al-'arba^{c}a

'al-xamiis

'al-jum^{c}a

b) T. asks the question: ʃuu l-yoom? 'What's today?'
S. answers: 'al-yoom _________. 'Today is_______.'
supplying the names of the days of the week. Students repeat question and answer.

Drill 11 Question - Answer

Listen to the examples, and then answer in the same way.

Example: T: hal il-yoom is-sabt? 'Is today Saturday?'
S: laa. 'al-yoom muʃ is-sabt. 'al-yoom il-'aḥad.
'No, today is not Saturday. Today is Sunday.'

1. hal il-yoom il-'aḥad?
2. hal il-yoom il-'iθneen?
3. hal il-yoom iθ-θalaaθa?
4. hal il-yoom il-'arba^{c}a?
5. hal il-yoom il-xamiis?
6. hal il-yoom il-jum^{c}a?
7. hal il-yoom is-sabt?
8. hal il-yoom il-'aḥad?
9. hal il-yoom il-'iθneen?
10. hal il-yoom iθ-θalaaθa?
11. hal il-yoom is-sabt?
12. hal il-yoom il-xamiis?
13. hal il-yoom il-jum^{c}a?
14. hal il-yoom il-'arba^{c}a?
15. hal il-yoom il-'iθneen?

Drill 12 Question - Answer

The teacher will ask a question and give part of the answer. Follow the example:

T: ʃuu l-yoom? 'as-sabt. 'What's today? Saturday.'
S: 'al-yoom is-sabt. 'Today is Saturday.'
T: ʃuu bukra? 'What's tomorrow?'
S: bukra l-'aḥad. 'Tomorrow is Sunday."

1. ʃuu l-yoom? 'al-'aḥad
ʃuu bukra?
2. ʃuu l-yoom? 'al-'iθneen
ʃuu bukra?
3. ʃuu l-yoom? 'aθ-θalaaθa
ʃuu bukra?
4. ʃuu l-yoom? 'al-'arba^{c}a
ʃuu bukra?
5. ʃuu l-yoom? 'al-xamiis
ʃuu bukra?
6. ʃuu l-yoom? 'al-jum^{c}a
ʃuu bukra?
7. ʃuu l-yoom? 'as-sabt
ʃuu bukra?
8. ʃuu l-yoom? 'as-sabt
ʃuu bukra?
9. ʃuu l-yoom? 'al-'aḥad
ʃuu bukra?
10. ʃuu l-yoom? 'al-'iθneen
ʃuu bukra?
11. ʃuu l-yoom? 'aθ-θalaaθa
ʃuu bukra?
12. ʃuu l-yoom? al-'arba^{c}a
ʃuu bukra?
13. ʃuu l-yoom? 'al-xamiis
ʃuu bukra?
14. ʃuu l-yoom? 'al-jum^{c}a
ʃuu bukra?

Drill 13 Repetition

Repeat these sentences:

1. 'al-'aḥad ba^{c}d is-sabt.
2. 'al-'iθneen ba^{c}d il-'aḥad.
3. 'aθ-θalaaθa ba^{c}d il-'iθneen.
4. 'al-'arba^{c}a ba^{c}d iθ-θalaaθa.
5. 'al-xamiis ba^{c}d il-'arba^{c}a.
6. 'al-jum^{c}a ba^{c}d il-xamiis.
7. 'as-sabt ba^{c}d il-jum^{c}a.
8. 'al-'aḥad gabil il-'iθneen.
9. 'al-'iθneen gabil iθ-θalaaθa.
10. 'aθ-θalaaθa gabil il-'arba^{c}a.
11. 'al-'arba^{c}a gabil il-xamiis.
12. 'al-xamiis gabil il-jum^{c}a.
13. 'al-jum^{c}a gabil is-sabt.
14. 'as-sabt gabil il-'aḥad.

Drill 14 Substitution

a) ^{c}indii maw^{c}id yoom is-sabt. 'I have an appointment on Saturday.'

1. il-'arba^{c}a
2. il-xamiis
3. il-'aḥad
4. il-jum^{c}a
5. is-sabt
6. il-'iθneen
7. il-'aḥad
8. iθ-θalaaθa
9. is-sabt
10. il-jum^{c}a

b) Substitute ^{c}indak 'you (m.s.) have' and ^{c}indana 'we have' for ^{c}indii in a) above.

c) Substitute ^{c}indakum 'you (m.p.) have' and ^{c}indahum 'they (m.) have' for ^{c}indii in a) above.

Drill 15 Cued Substitution

When the word is given, complete this sentence: ^{c}ind___... maw^{c}id il-yoom.

Example: T: I

S: ^{c}indii maw^{c}id il-yoom. 'I have an appointment today.'

1. you (m.s.)
2. we
3. at five o'clock
4. at one o'clock
5. you (f.s.)
6. you (m.p.)
7. at eleven o'clock
8. at 9:00 a.m.
9. at 3:00 p.m.
10. at eight p.m.
11. they (m.)
12. I
13. we
14. you (f.s.)
15. Ali and Samiir
16. the trainees
17. I
18. you (m.p.)
19. we
20. you (m.s.)

UNIT 9

I. DIALOG

fi s-suug

faaṭma: kam iṭ-ṭamaaṭ il-yoom?

kariim: 'il-kyaas bi miyat fils.

faaṭma: haaδa γaali kaθiir.

kariim: laa. haaδa raxiiṣ.

faaṭma: laa. haaδa muʃ raxiiṣ. 'adfa^c θamaaniin fils bas.

kariim: laa. haaδa qaliil. tis^c iin fils!

faaṭma: laa. xamsa w θamaaniin. haaδa 'aaxer kalaam.

kariim: laa.

faaṭma: fii maanillaah!

kariim: ta^{c}aalii. kam kyaas tiγiin?

faaṭma: 'aazen lii θalaaθ kyaasaat, min faδ̣lak.

kariim: zeen. 'itfaδ̣δ̣alii.

faaṭma: ʃukran. fii maanillaah.

kariim: ma^c is-salaama.

II. TRANSLATION

At the Market

Fatima: How much are tomatoes today?

Karim: 100 fils per "kyaas".

Fatima: This is very expensive.

Karim: No, this is cheap.

Fatima: No, this isn't cheap. I pay 80 fils only.

Karim: No, this is little. 90 fils!

Fatima: No, 85. This is the last word.

Karim: No.

Fatima: Good-bye!

Karim : Come! How many "kyaasaat" do you want?

Fatima: Weigh three "kyaasaat" for me, please.

Karim : All right. Here you are.

Fatima: Thanks! Good-bye.

Karim : Good-bye.

III. VOCABULARY

ṭamaaṭ	tomatoes
kyaas	unit of weight = 2 lbs. approximately
bi	for; with
γaali	expensive
raxiiṣ	cheap
bas	only
qaliil	little; few, not much
'aaxer	the last
kalaam	talk; speaking
ta^{c}aalii	come! (imp., f.s.)
tibγiin	you (f.s.) want
'aazen	weigh! (imp., m.s.)
lii	for me

IV. ADDITIONAL VOCABULARY

laḥam	meat (m.)
beeδ̣	eggs (m.)
zibid	butter (m.)
jibin	cheese (m.)
^{c}eeʃ	rice (m.)

milḥ	salt (m.)
moox	bananas (m.)
tuffaaḥ	apples (m.)
burtaqaal	oranges (m.)
darzan	dozen (m.)
sikriteer	secretary (m.)
ᶜiʃriin	twenty
θalaaθiin	thirty
'arbaᶜiin	forty
xamsiin	fifty
sittiin	sixty
sabᶜiin	seventy
θamaaniin	eighty
tisᶜiin	ninety

V. PRONUNCIATION

Drill 1 Double Consonants

A double consonant in Arabic is, roughly, twice as long as a single consonant. English has double consonants in words like:

straight to

with the

unnamed

In Arabic a word with double consonants has a different meaning from a word with a single consonant. The following drill compares and contrasts words with single and double consonants:

salaf	sallaf	salaam	sallaam
'aya	'ayya	ḥamad	ḥammad
mara	marra	xalaṣ	xallaṣ
ḥawal	ḥawwal	^{c}abad	^{c}abbad
malas	mallas	balam	ballam

Follow the same procedure in Pronunciation Drill 1, UNIT 1.

Note: In order for you to pronounce words with double consonants correctly, think of the word with double consonants as being made up of two words, thus:

sallaf: sal laf

'ayya: 'ay ya

Read the following:

'atkallam	'ayya	'awwal	ḥaarr
ḥazza	kullanaa	kullahum	kullakum
marra	mu^{c}allim	sayyid	sitta
muwaδ̣δ̣af	tfaδ̣δ̣al	mu^{c}allima	sayyida

Drill 2 ḥ versus ^{c}

ḥaal	^{c}aal	ḥuum	^{c}uum
ḥaarr	^{c}aarr	baḥar	ba^{c}ar
ḥamad	^{c}amad	maaliḥ	maali^c
ḥindii	^{c}indii	raaḥ	raa^c
ḥaam	^{c}aam	baaḥ	baa^c

Follow the same procedure in Pronunciation Drill 2, UNIT 2.

VI. GRAMMAR

1. Collective Nouns

Nouns like laḥam 'meat', beeδ̣ 'eggs', zibid 'butter, jibin 'cheese', tuffaaḥ'apples', and burtaqaal 'oranges' are called collective nouns in Arabic. Some of these nouns are mass (uncountable) nouns in English:

laḥam	'meat'
zibid	'butter'
jibin	'cheese'

The rest are plural (countable) nouns:

beeδ̣	'eggs'
tuffaaḥ	'apples'
burtaqaal	'oranges'

Collective nouns in ADA:

a) are gramatically singular. They are treated as masculine singular nouns as far as agreement is concerned:

haaδa laḥam. 'This is meat.'

*haaδi laḥam.

haaδa tuffaaḥ. huwa 'ilii. 'These are applies. They are mine.'

*haaδi tuffaaḥ. hum ilii.

b) can have unit nouns formed from them. These unit nouns--designating an individual unit--are formed by suffixing -a. They are grammatically feminine, singular:

laḥam	'meat'	laḥama	'a piece of meat'
beeδ̣	'eggs'	beeδ̣a	'an egg'

tuffaaḥ	'apples'	tuffaaḥa	'an apple'
burtaqaal	'oranges'	burtaqaala	'an orange'

c) can take the article prefix 'al- 'the'. In this case they are used in a specified or general (generic) sense (see UNIT 1, VI, 3):

iṭ-ṭamaaṭ γaali l-yoom.	'Tomatoes are expensive today.'
haaδa ṭ-ṭamaaṭ min is-suug.	'These tomatoes are from the market.'

If they do not take the article prefix, they are used in an indefinite or unspecified sense:

'ana ariid tuffaaḥ.	'I want some apples.'

2. Cardinals

a) Cardinals$_1$: waaḥid 'one' and 'iθneen 'two' obligatorily follow the noun they modify and show agreement with it. (see UNIT 7, VI, 6.).

sikriteer waaḥid	'one secretary (m.)'
*waaḥid sikriteer	
sikriteereen 'iθneen	'two secretaries (m.)'
sikriteera waaḥida	'one secretary (f.)'
sikriteerateen θinteen	'two secretaries (f.)'
*θinteen sikriteerateen	

b) Cardinals$_2$: θalaaθ - ^{c}aʃar (3-10) are followed by a plural noun. They are uninflected for gender. (see UNIT 6, VI, 6).

θalaaθ kyaasaat	'three kyaasaat'
xams 'ayyaam	'five days'

^{c}aʃar mudiiraat	'ten directors (f.)'
saba^{c} daxtooraat	'seven doctors (f.)'

c) Cardinals$_3$: ^{c}iʃriin, θalaaθiin, arba^{c}iin...tis^{c}iin (20, 30, 40...90) and miya, myateen...tisi^{c}miya (100, 200...900) take a singular noun:

^{c}iʃriin muhandis	'twenty engineers'
tis^{c}iin yoom	'ninety days'
miyat sikriteer	'100 secretaries (m.)'
xamsmiyat sikriteera	'500 secretaries (f.)'

3. Sound Feminine Plurals

The suffix -aat/-at is regularly added to some singular nouns to form plurals. These plurals are called sound (regular) feminine plurals:

kyaas	kyaasaat	'kyaasaat'
mu^{c}allima	mu^{c}allimaat	'teachers (f.);
mudiira	mudiiraat	'directors (f.)'
tuffaaḥa	tuffaaḥaat	'apples (individual ones)'

4. 'aaxer 'the last' behaves syntactically like 'awwal 'the first'.

5. The Imperative

The feminine imperative form of the verb is formed by suffixing -ii to the masculine form (see UNIT 5, VI, 3):

ruuḥ	'Go! (m.)'	ruuhii	'Go! (f.)'
takallam		takallamii	
striiḥ		striiḥii	
'iʃrab		'iʃrabii	

6. The Question Word kam

The question word kam 'how many?' is always followed by the singular:

kam kyaas tibγa? 'How many "kyaasaat" do you want?'

kam muhandis ᶜindakum? 'How many engineers (m.) do you have?'

kam muwaδ̣δ̣afa fii haaδa l-maktab? 'How many employees (f.) are there in this office?'

VII. DRILLS

Drill 1 Substitution

kam iṭ-ṭamaaṭ il-yoom? 'How much are tomatoes today?'

il-laḥam
il-beeδ̣
iz-zibid
il-jibin
il-ᶜeeʃ
il-milḥ
il-mooz
it-tuffaaḥ
il-burtaqaal
iʃ-ʃakar
il-gahwa
il-ḥaliib
it-tʃaay

Drill 2 Cued Substitution

a) T : ṭamaaṭ _______ miyat fils 'tomatoes _______ 100 fils'

S$_1$: kam iṭ-ṭamaaṭ? 'How much are tomatoes?'

S$_2$: il-kyaas bi miyat fils. '100 fils per kyaas.'

1. laḥam __________diinaar
2. ᶜeeʃ __________θamaanmiyat fils
3. milḥ __________miyateen fils
4. ʃakar __________xamsa w ᶜiʃriin fils
5. gahwa __________θalaaθmiyat fils
6. tʃaay __________θalaaθmiyat fils

b) T : beeδ̣ __________θalaaθmiyat fils 'eggs _________ 300 fils'

S$_1$: kam il-beeδ̣? 'How much are eggs?'

S$_2$: id-darzan bi θalaaθmiyat fils. '300 fils perdozen'

1. beeδ̣ __________ θalaaθmiyat fils
2. mooz __________ tisᶜiin fils
3. burtaqaal __________ 'arbaᶜmiya w xamsiin fils
4. tuffaaḥ __________ xamsmiyat fils

Drill 3 Transformation

Change to the negative:

Example: T: haaδa raxiiṣ. 'This is cheap.'

S: haaδa mu raxiiṣ. 'This is not cheap.'

1. haaδa raxiiṣ.
2. haaδa ɣaali.
3. iṭ-ṭaqs ḥaarr il-yoom.

4. iṭ-ṭaqs baarid fi ʃ-ʃita.

5. haaδa qaliil.

6. haaδi mudiira.

7. haaδi d-daxtoora salmaa.

8. haaδa sikriteer.

9. haaδi sikriteera.

10. haaδi sikriteerat il-waziir.

11. iṭ-ṭaqs ḥaarr w raṭib il-yoom.

12. 'al-yoom iθ-θalaaθa.

13. haaδa 'aaxer kalaam.

14. 'ismii saalim.

15. 'is-sikriteer fi l-maktab.

16. 'is-saa^{c}a ^{c}aʃara w rub^c.

17. 'is-saa^{c}a tis^{c}a w nuṣṣ.

18. hum fi l-jaami^{c}a.

19. niḥna ^{c}indana maw^{c}id yoom il-xamiis.

20. bukra l-jum^{c}a.

Drill 4 Conjugation

-bγa- 'to want, like' and -azen- 'to weigh'

huwa	yibγa	yaazen
hum	yibγuun	yazenuun
hiya	tibγa	taazen
hin	yibγin	yaazenin
'inta	tibγa	taazen
'intum	tibγuun	taazenuun
'inti	tibγiin	taazeniin
'intin	tibγin	taazenin
'ana	'abγa	'aazen
ḥinna	nibγa	naazen

Drill 5 Variable Substitution

Base sentence: huwa yibγa xams kyaasaat ^{c}eeʃ.

'He wants five kyaasaat of rice.'

1. hiya
2. 'inta
3. 'inti
4. tis^{c}a
5. arba^{c}a
6. ṭamaaṭ
7. triidiin
8. hiya
9. 'inta
10. hum
11. ʃakar
12. niḥna
13. 'ana
14. hin
15. 'intin
16. niḥna
17. hum
18. 'intum
19. tibγuun
20. 'intin
21. ^{c}aʃara
22. huwa
23. hin
24. hum
25. 'inti
26. 'intin

Drill 6 Variable Substitution

Base sentence: 'ariid ṭamaaṭ, min faδ̣lak.

'I want some tomatoes, please.'

1. laḥam
2. ḥinna
3. 'ana
4. beeδ̣
5. zibid
6. ḥinna
7. mooz
8. tuffaaḥ
9. 'ana
10. burtaqaal
11. niḥna
12. nibγa
13. jibin
14. 'ana
15. ^{c}eeʃ
16. milḥ

17. hum
18. hin
19. ^{c}eeʃ
20. yiriidin
21. laḥam
22. 'ana
23. hiya
24. hum
25. beeδ̣
26. hin

Drill 7 a. Substitution

kam iṭ-ṭamaaṭ il-yoom? 'How much are tomatoes today?'

1. laḥam
2. beeδ̣
3. zibid
4. jibin
5. ^{c}eeʃ
6. milḥ
7. mooz
8. tuffaaḥ
9. burtaqaal
10. ṭamaaṭ
11. ʃaay
12. ʃakar
13. biira
14. gahwa
15. ḥaliib

b. Cued Substitution

S_1 asks the questions in a. above. S_2 answers with the help of the words supplied by the teacher:

Example: S_1: kam iṭ-ṭamaaṭ il-yoom? 'How much are tomatoes today?'

T : kyaas _____ tis^{c}iin fils. 'kyaas ___ 90 fils.'

S_2: 'il-kyaas bi tis^{c}iin fils. '90 fils per "kyaas"

1. kyaas __________ miyat fils.
2. kyaas __________ xamsmiyat fils.
3. darzan __________ θamaaniin fils.
4. kiilo __________ diinaar.
5. kiilo __________ nuṣṣ diinaar.
6. kyaas __________ sab^{c}iin fils.

7. kyaas __________ xamsiin fils.
8. darzan __________ miyat fils.
9. darzan __________ miyateen fils.
10. darzan __________ rub^c diinaar.

Drill 8 a. Substitution

hal ^{c}indak ṭamaaṭ? 'Do you have (any) tomatoes?'

1. laḥam?
2. beeδ̣?
3. zibid?
4. jibin?
5. ^{c}eeʃ?
6. milḥ?
7. mooz?
8. tuffaaḥ?
9. burtaqaal?
10. gahwa?
11. biira?
12. tʃaay?
13. ʃakar?
14. ḥaliib?
15. ṭamaaṭ?

b. Substitute ^{c}indakum and ^{c}indana for ^{c}indak in a.

Drill 9 Translation

1. This is the last word!
2. This is the last employee. (m.)
3. This is the last employee. (f.)
4. The last director is Mr. ḥasan.

5. The last director is Mrs. faaṭma.
6. The last teacher is ^{c}ali.
7. The last teacher is naansi.
8. The last minister is saalem.
9. The last doctor is ḥuseyn.
10. This is the last day.
11. The last day is Thursday.
12. The last country is Egypt.
13. The last city is bayruut.
14. The last day is tomorrow.
15. The last time is after tomorrow.

Substitute 'awwal 'the first' for 'aaxer 'the last'.

Drill 10 Substitution

'adfa^{c}lak θalaaθiin fils bas. 'I pay you (m.s.) 30 fils only.'

1. xamsiin fils
2. sab^{c}iin fils
3. ^{c}iʃriin diinaar
4. sab^{c}iin diinaar
5. miyat diinaar
6. θalaaθa diinaar
7. ^{c}iʃriin leera
8. xamsiin leera
9. θamaaniin leera
10. diinaareen.
11. doolaareen.
12. leerateen.

Drill 11 Transformation

Change to the plural:

1. 'id-daxtoora ma^{c} il-mu^{c}allima.
2. 'il muwaδ̣δ̣afa fi l-maktab.
3. hiya min 'abu δ̣abi.
4. huwa yitkallam ^{c}arbi zeen.
5. 'ana 'abγa ṭamaaṭ.
6. hiya muhandisa.
7. 'il-mudiira ^{c}ind id-daxtoora.
8. 'inti mu^{c}allima?
9. 'is-sikriteera ^{c}ind il-waziira.
10. keef ḥalak?
11. 'is-sayyida ^{c}ind il-mudiira.
12. 'is-sayyida l-'amrikaaniyya tariid taruuḥ.
13. 'il-muwaδ̣δ̣afa ^{c}ind daxtoorat il-'asnaan.
14. 'is-sayyida l-labnaaniyya titkallam ^{c}arabi.
15. haaδi beeδ̣a.

Drill 12 Transformation

Change to the feminine:

1. huwa muhandis min 'abu δ̣abi.
2. huwa yitkallam ^{c}arabi zeen.
3. yaruuḥuun ma^{c} il-mudiir.
4. hal 'inta daxtoor fii haaδa l-mustaʃfa?
5. 'intum taaxiδuun taxi min hini 'ila ʃ-ʃuγul.
6. 'is-sayyid il-'amrikaani yibγa yiʃrab gahwa.
7. 'id-daxtoor jamiil muʃ min 'amriika.
8. ruuḥ 'ila ʃ-ʃuγul ma^{c} mḥammad.
9. 'aazen lii xams kyaasaat, min faδ̣lak.

10. 'ana 'aruuḥ ma^{c}ak 'ila mudiir il-madrasa.
11. hum yibγuun yitkallamuun ^{c}arabi zeen.
12. 'intum tibγuun tajuun ma^{c}ii 'ila s-suug.
13. tfaδ̣δ̣al 'iʃrab gahwa ^{c}arabiyya.
14. tfaδ̣δ̣al istriiḥ fii maktab il-mudiir.
15. ta^{c}aal! ruuḥ 'ila l-madrasa wa takallam ma^c il mudiir.

Drill 13 Written

Choose the correct form:

1. 'ana 'adfa^c θamaaniin (doolaar, doolaaraat) bas.
2. fii haaδa l-mustaʃfa 'arba^c (daxtooraat, daxtoora).
3. fii haaδa l-maktab (waaḥida sikriteera, sikriteera waḥida) bas.
4. huwa yiʃtaγel hini wa yaaxiδ θamaanmiyat (liiraat, liira).
5. haaδi l-madrasa fiiha ^{c}iʃriin (mu^{c}allima, mu^{c}allimaat).
6. kam (wilaaya, wilaayaat) fii 'amriika? xamsiin (wilaaya, wilaayaat).
7. kam (muwaδ̣δ̣afaat, muwaδ̣δ̣afa) ^{c}indakum fi ʃ-ʃuγul?
8. ^{c}indana saba^c (muwaδ̣δ̣afaat, muwaδ̣δ̣afa) bas.
9. hin (yaruuḥuun, yaruuḥin) 'ila maṭ^{c}am labnaan.
10. 'intin (titkallamin, titkallamiin) ^{c}arabi fi ṣ-ṣaff?

UNIT 10

I. DIALOG

fi l-maktab

faares: marḥaba yaa sayyid ^{c}umar!

^{c}umar: marḥaba yaa faares! 'ahlan wa sahlan.

faares: haaδa maktab jamiil. hal huwa jadiid?

^{c}umar: na^{c}am. huwa jadiid wa kabiir, walaakin haaδi t-teebel saγiira.

faares: haaδa baab kabiir wa haaδi darii∫a jamiila.

^{c}umar: halḥiin ^{c}indii ṣaff ingliizi.

faares: hal huwa ṣaff δ̣aruuri?

^{c}umar: na^{c}am. huwa ṣaff δ̣aruuri. ba^{c}d iṣ-ṣaff 'ana 'aaxiδ waladi 'ila d-daxtoor.

faares: hal waladak mariiδ̣?

^{c}umar: na^{c}am. huwa mariiδ̣ kaθiir.

faares: zeen. fii maanillaah yaa ^{c}umar.

^{c}umar: fii maanillaah.

II. TRANSLATION

At the Office

Faris: Hello, Mr. Omar!

Omar: Hello, Faris! Welcome!

Faris: This is a beautiful office. Is it new?

Omar: Yes, it is new and big, but this table is small.

Faris: This is a big door, and this is a beautiful window.

Omar: Now, I have an English class.

Faris: Is it a necessary class?

Omar: Yes, it's a necessary class. After class I am taking my son to the doctor.

Faris: Is your son sick?

Omar: Yes, he is very sick.

Faris: Fine. Good-bye, Omar!

Omar: Good-bye.

III. VOCABULARY

jamiil (f. jamiila)	beautiful
jadiid (f. jadiida)	new
kabiir (f. kabiira)	big; great; old
ṣaγiira (m. ṣaγiir)	small; little; young
jamiila (f. jamiil)	beautiful; handsome
δ̣aruuri (f. δ̣aruuriyya)	necessary
walad	boy; son
mariiδ̣ (f. mariiδ̣a)	sick

IV. ADDITIONAL VOCABULARY

naδ̣iif (f. naδ̣iifa)	clean
waṣex (f. waṣexa)	dirty
qadiim (f. qadiima)	old (car); old-timer
qaṣiir (f. qaṣiira)	short (man, way)
ṭawiil (f. ṭawiila)	long; tall
qawii (f. qawiyya)	strong (man, car)
δ̣a^{c}iif (f. δ̣a^{c}iifa)	weak (man, car)
rajil	man
bint	girl
mara	woman
kursii	chair (m.)
qalam	pen; pencil (m.)
kitaab	book (m.)
daftar	notebook (m.)

makiina	engine; machine (f.)
janṭa	bag; suitcase (f.)
ṭayyaara	plane (f.)
leet	light (n.)
sayyaara	car (f.)
bank	bank (m.)

V. GRAMMAR

1. Equational Sentences

In UNIT 1, VI,1, equational sentences had as their predicates a proper noun or a prepositional phrase. In this lesson we learn that the predicate of an equational sentence can be an adjective or an adjective phrase:

subject	predicate	
'al-maktab	naδ̣iif	'The office is clean.'
'al-bint	jamiila	'The girl is beautiful.'
haaδa	maktab naδ̣iif	'This is a clean office.'
haaδi	bint jamiila	'This is a beautiful girl.'

2. Demonstratives

A demonstrative pronoun can be the whole subject of a sentence as it was pointed out in UNIT 3, VI, 1. A demonstrative pronoun can be followed by a definite noun to form the subject of a sentence:

subject	predicate	
haaδa	raxiiṣ	'This is cheap.'
haaδa l-walad	ṣaγiir	'This boy is young.'
haaδi l-bint	jamiila	'This girl is beautiful.'

This poses a problem for native speakers of English. It is very important to remember that if the word following the demonstrative is indefinite, then the utterance is a sentence: haaδa walad. 'This is a boy.' If the word is definite, the utterance is a phrase, and not a sentence: haaδa l-walad... 'This boy...'

3. The Intensifier kaθiir

The intensifier kaθiir 'a lot, much; very' serves three syntactic functions:

a. as a verb modifier it means 'a lot, much':
huwa yitkallam kaθiir. 'He speaks a lot.'
'ana 'aʃrab gahwa kaθiir. 'I drink coffee a lot.'

b. as an adjective modifier it means 'very':
hiya jamiila kaθiir. 'She is very beautiful.'

c. as an adjective it means 'a lot of, much; many'.
In this function it is inflected for gender:
haaδa laḥam kaθiir. 'This is a lot of meat.'
^{c}indii gahwa kaθiira. 'I have a lot of coffee.'

4. kull when followed by a non-definite noun has the meaning of 'each, every' (cf. UNIT 2, VI, 5):

kull yoom	'every day'
kull walad	each boy'

5. The Article Prefix

In UNIT 1, VI, 3, it was pointed out that the l- of the article prefix is assimilated to dental and front palatal consonants. Below is a complete list of the dental and front palatal consonants in ADA to which the l of the article is assimilated.

Below this list is another list of the rest of the consonants in ADA to which the l- is not assimilated:

Consonant	Example
d	'ad-daftar 'the notebook'
n	'an-nuṣṣ ' the half'
r	'ar-raabi^{c} 'the fourth'
s	'as-sabt 'Saturday'
ṣ	'aṣ-ṣeef 'the summer'
ʃ	'aʃ-ʃita 'the winter'
t	'at-teebel 'the table'
ṭ	'aṭ-ṭaqs 'the weather'
θ	'aθ-θaaliθ 'the third'
δ	'aδ-δahab 'the gold'
δ̣	'aδ̣-δ̣abi 'the deer; gazelle'
z	'az-zibid 'the butter'

Consonant	Example
'	'al-'aḥad 'Sunday'
b	'al-baab 'the door'
c	'al-^{c}arabi 'the Arab'
f	'al-furṣa 'the opportunity'
g	'al-garaaj 'the garage'
h	'al-heel 'the cardamon'
ḥ	'al-ḥaal 'the condition'
j	'al-jaami^{c}a 'the university'
k	'al-kitaab 'the book'
l	'al-laḥam 'the meat'
m	'al-milḥ 'the salt'

p	'al-pamp 'the pump'
q	'al-qalam 'the pen(cil)'
γ	'al-γaali 'the expensive'
w	'al-walad 'the boy'
x	'al-xaamis 'the fifth'
y	'al-yoom 'the day; today'

VI. DRILLS

Drill 1 Substitution

a. haaδa walad. 'This is a boy.'	b. haaδi bint. 'This is a girl.'
rajil	mara
kursii	makiina
qalam	dariiʃa
kitaab	janṭa
daftar	ṭayyaara
baab	sayyaara
leet	teebel
beeδ̣	beeδ̣a
tuffaaḥ	tuffaḥa
mooz	mooza

Drill 2 Substitution

Use haaδa 'this (m.)' or naaδi 'this (f.)' with the following:

1. walad
2. bint
3. rajil
4. mara
5. daftar
6. kitaab
7. dariiʃa
8. baab
9. janṭa
10. makiina
11. qalam
12. leet

13. ṭayyaara
14. kursii
15. sayyaara
16. teebel
17. beeḍa
18. laḥam
19. burtaqaal
20. jibin
21. zibid
22. mooz
23. burtaqaala
24. bank

Drill 3 Transformation

Change the sentences in Drill 2 to the negative.

Example: haaδa walad. → haaδa muʃ walad.

'This is a boy.' 'This is not a boy.'

haaδi bint. → haaδi muʃ bint.

'This is a girl.' 'This is not a girl.'

Drill 4 Cued Chain

Teacher says: walad 'boy': one group says: haaδa walad 'This is a boy'; the other group says: haaδa muʃ walad. 'This is not a boy'.

1. walad
2. bint
3. rajil
4. mara
5. daftar
6. kitaab
7. dariiʃa
8. baab
9. janṭa
10. makiina
11. qalam
12. leet
13. ṭayyaara
14. kursii
15. sayyaara
16. teebel
17. beeδ̣
18. laḥam
19. milḥ
20. 'uteel
21. mustaʃfa
22. maktab
23. ^{c}eeʃ
24. kalaam

Drill 5

Teacher says: kitaab-daftar 'book-notebook'. S_1 asks the question: hal haaδa kitaab? 'Is this a book?' S_2 answers:

laa. haaδa muʃ kitaab. haaδa daftar. 'No. This isn't a book. This is a notebook.'

1. kitaab - daftar
2. walad - bint
3. mara - rajil
4. dariiʃa - baab
5. kursii - teebel
6. mudiir - mu^{c}allim
7. 'amrikaani - ^{c}arabi
8. amrikaaniyya - ^{c}arabiyya
9. janṭa - makiina
10. mu^{c}allima - mudiira
11. rajil - bint
12. madrasa - mustaʃfa
13. maktab - bank
14. ṭayyaara - sayyaara
15. baab - dariiʃa
16. labnaani - ^{c}iraaqi

Drill 6 Variable Substitution

Base sentence: haaδa kitaab. 'This is a book.'

1. qalam
2. baab
3. teebel
4. question
5. dariiʃa
6. bank
7. bint
8. walad
9. statement
10. negative
11. ṭayyaara
12. makiina
13. sayyaara
14. kitaab
15. statement
16. question
17. janṭa
18. leet

Drill 7 Repetition

1. haaδa naδ̣iif. 'This (m.) is clean.'
2. haaδa waṣex.
3. haaδa kabiir.
4. haaδa ṣaγiir.
5. haaδa δ̣aruuri.
6. haaδa jamiil.
7. haaδa jadiid.
8. haaδa qadiim.
14. haaδi naδ̣iifa. 'This (f.) is clean.'
15. haaδi waṣexa.
16. haaδi kabiira.
17. haaδi ṣaγiira.
18. haaδi δ̣aruuriyya.
19. haaδi jamiila.
20. haaδi jadiida.
21. haaδi qadiima.

9. haaδa qaṣiir.
10. haaδa ṭawiil.
11. haaδa qawii.
12. haaδa δ̣a^{c}iif.
13. haaδa mariiδ̣.

22. haaδi qaṣiira.
23. haaδi ṭawiila.
24. haaδi qawiyya.
25. haaδi δ̣a^{c}iifa.
26. haaδi mariiδ̣a.

Drill 8 Transformation

Make the following definite:

Example: walad kabiir	'a big boy'
'al-walad il-kabiir	'the big boy'

1. kitaab jadiid
2. qalam γaali
3. walad kabiir
4. rajil qaṣiir
5. kursii qadiim
6. daftar ṣaγiir
7. baab naδ̣iif
8. walad jamiil
9. maktab waṣex
10. ṣaff δ̣aruuri

11. bint mariiδ̣a
12. mara jamiila
13. dariiʃa ṣaγiira
14. janṭa γaalya
15. sayyaara qawiyya
16. makiina qadiima
17. ṭayyaara jadiida
18. teebel raxiiṣa
19. bint qaṣiira
20. mara mariiδ̣a

Drill 9 Repetition

1. 'al-kitaab jadiid.'The book is new.'
2. 'al-qalam γaali.
3. 'al-walad kabiir.
4. 'ar-rajil qaṣiir.
5. 'al-kursii qadiim.

6. 'ad-daftar ṣaδiir.
7. 'al-baab naδ̣iif.
8. 'al-walad jamiil.
9. 'al-maktab waṣex.
10. 'aṣ-ṣaff δ̣aruuri.

11. 'al-bint mariiδ̣a.
12. 'al-mara jamiila.
13. 'ad-dariiʃa ṣaγiira.
14. 'al-janṭa γaalya.
15. 'as-sayyaara qawiyya.
16. 'al-makiina qadiima.
17. 'aṭ-ṭayyaara jadiida.
18. 'at-teebel raxiiṣa.
19. 'al-bint qaṣiira.
20. 'al-mara mariiδ̣a.

Drill 10 Combination

a. Combine the following:

Example: haaδa kitaab. 'al-kitaab jadiid. = haaδa l-kitaab jadiid.

'This is a book. The book is new.=This book is new.'

1. haaδa qalam. 'al-qalam γaali.
2. haaδa walad. 'al-walad kabiir.
3. haaδa rajil. 'ar-rajil qaṣiir.
4. haaδa kursii. 'al-kursii qadiim.
5. haaδa daftar. 'ad-daftar ṣaγiir.
6. haaδa baab. 'al-baab naδ̣iif.
7. haaδa walad. 'al-walad jamiil.
8. haaδa maktab. 'al-maktab waṣex.
9. haaδa ṣaff. 'aṣ-ṣaff δ̣aruuri.
10. haaδa rajil. 'ar-rajil sa^{c}iid.
11. haaδa tuffaaḥ. 'aṭ-tuffaaḥ qaliil.

b. Combine the following as in a. above.

1. haaδi bint. 'al-bint mariiδ̣a.
2. haaδi mara. 'al-mara jamiila.
3. haaδi dariiʃa. 'ad-dariiʃa ṣaγiira.
4. haaδi janṭa. 'al-janṭa γaalya.
5. haaδi sayyaara. 'as-sayyaara qawiyya.
6. haaδi makiina. 'al-makiina qadiima.

7. haaδi ṭayyaara. 'aṭ-ṭayyaara jadiida.

8. haaδi teebel. 'at-teebel raxiiṣa.

9. haaδi bint. 'al-bint qaṣiira.

10. haaδi mara. 'al-mara mariiδ̣a.

Drill 11 Question - Answer

Answer the following questions:

Example: T : hal haaδa l-qalam ṭawiil? 'Is this pencil long?'

S_1: laa. haaδa l-qalam muʃ ṭawiil. 'No, this pencil isn't long.'

S_2: huwa qaṣiir. 'It's short.'

1. hal haaδa l-maktab naδ̣iif?
2. hal haaδi l-makiina jadiida?
3. hal haaδi l-bint ṭawiila?
4. hal haaδa r-rajil qawii?
5. hal haaδa l-kursii kabiir?
6. hal haaδi d-dariiʃa qadiima?
7. hal haaδa l-mudiir ṭawiil?
8. hal haaδa d-daxtoor kabiir?
9. hal haaδi s-sayyaara raxiiṣa?
10. hal haaδi ṭ-ṭayyaara ṣaγiira?
11. hal haaδa l-kitaab γaalii?
12. hal haaδa ṣ-ṣaff kabiir?
13. hal haaδi l-janṭa saγiira?
14. hal haaδa d-daxtoor qadiim?
15. hal haaδa l-walad qaṣiir?
16. hal haaδi d-dariiʃa naδ̣iifa?
17. hal haaδi l-mara qaṣiira?
18. hal haaδi t-teebel kabiira?

19. hal haaδa ṣ-ṣaff kabiir?

20. hal haaδi s-saa^{c}a γaalya?

Drill 12

Answer the following questions:

Example: T: hal haaδa l-qalam γaali? 'Is this pen(cil) expensive?'

S: laa. huwa raxiis. 'No, it's cheap.'

1. hal haaδa l-maktab ṣaγiir?
2. hal haaδa l-kitaab qadiim?
3. hal haaδi s-sayyaara qawiyya?
4. hal haaδa l-walad ṭawiil?
5. hal hiya ṭawiila?
6. hal hiya naδ̣iifa?
7. hal haaδi l-bint waṣexa?
8. hal haaδi l-mara qaṣiira?
9. hal haaδa l-walad kabiir?
10. hal haaδa l-qalam ṭawiil?
11. hal haaδa r-rajil kabiir?
12. hal haaδa r-rajil qaṣiir?
13. hal haaδa ṣ-ṣaff δ̣aruuri?
14. hal haaδi s-saa^{c}a raxiiṣa?
15. hal haaδi t-teebel saγiira?

Drill 13 Cued Chain

Example: T: kitaab - daftar 'book - notebook'

S$_1$: hal haaδa kitaab 'aw daftar? 'Is this a book or a notebook?'

S$_2$: haaδa kitaab. 'This is a book.'

T: hal huwa γaali? 'Is it expensive?'

S$_3$: na^{c}am. huwa γaali kaθiir. 'Yes, it's very expensive.'

1.	walad - bint	hal huwa ṭawiil?
2.	mara - rajil	hal hiya jamiila?
3.	dariiʃa - baab	hal hiya kabiira?
4.	kursii - teebel	hal huwa ṣaγiir?
5.	daftar - kitaab	hal huwa δ̣aruuri?
6.	mudiir - muᶜallim	hal huwa qaṣiir?
7.	'amrikaani - ᶜarabi	hal huwa kabiir?
8.	'amrikaaniyya - ᶜarabiyya	hal hiya jamiila?
9.	muᶜallima - mudiira	hal hiya mariiδ̣a?
10.	madrasa - mustaʃfa	hal hiya jadiida?
11.	maktab - bank	hal huwa naδ̣iif?
12.	sayyaara - ṭayyaara	hal hiya qawiyya?
13.	makiina - sayyaara	hal hiya waṣexa?
14.	labnaani - ᶜiraaqi	hal huwa δ̣aᶜiif?
15.	gahwa - tʃaay	hal hiya δ̣aruuriyya?
16.	bint - walad	hal hiya saᶜiida?
17.	rajil - mara	hal huwa saᶜiid?
18.	tuffaaḥ - ṭamaaṭ	hal huwa raxiiṣ?
19.	jibin - zibid	hal huwa γaali?
20.	burtaqaala - tuffaḥa	hal hiya γaalya?

Drill 14 Question - Answer

Give complete answers to the following questions:

1. ʃuu l-yoom? ʃuu bukra?
2. hal il-'iθneen baᶜd il-'arbaᶜa?
3. hal is-sabt gabil il-xamiis?
4. 'ayya ḥazza ᶜindak mawᶜid maᶜ id-daxtoor?

5. hal fii ṣaff ᶜarabi yoom il-'aḥad baᶜd iδ̣-δ̣uhr?
6. kam is-saaᶜa halḥiin?
7. hal tajii 'ila ʃ-ʃuɣul is-saaᶜa θamaanya 'illaa rubᶜ?
8. kam walad ᶜindak yaa mḥammad? walad waaḥid bas?
9. ʃuu 'ism sikriteer il-waziir?
10. kam ṣaarlak hini? 'inʃaalla aᶜjabatk il-balad?

Drill 15 Translation

Translate:

1. I want to speak with the secretary (f.) once again.
2. This is not the first time I come to Abu Dhabi; it's the third time.
3. I pay only 900 dollars. This is the last word.
4. No, this is little (not much).
5. Come! How many kilos do you want?
6. Weigh 20 kilos for me, please.
7. Do they (m.) go to school at night?
8. Yes, they go to school at quarter to seven in the evening.
9. In how many days do you (f.p.) go to Abu Dhabi?
10. We will all go to Abu Dhabi in 35 days.

Drill 16 Aural Comprehension

Salma halḥiin fii nyuu yoork. hiya min ᶜammaan fi l-'urdun. hiya taruuḥ 'ila jaamiᶜat kolombya fii nyuu yoork. ṣaarlaha fii 'amriika tisᶜiin yoom bas. hiya taruuḥ 'ila l-jaamiᶜa kull yoom is-saaᶜa θamaanya.

haaδi θaani marra tajii 'ila 'amriika. aᶜjabatha nyuu yoork ka iir, walaakin iṭ-ṭaqs fii nyuu yoork ḥaarr w raṭib fi ṣ-ṣeef. iṭ-ṭaqs fii ᶜammaan ʃwayy ḥaarr fi ṣ-ṣeef walaaken ḥạạf. ^{c}aaylet salma muʃ ma^{c}aha. kullahum fi l-kweet. halḥiin is-saa^{c}a θamaanya 'illaa rub^c. salma triid taruuḥ 'ila ṣ-ṣaff.

New words:		
	jaami^{c}a	'university'
	kull yoom	'every, each day'

Say whether the following statements are true or false:

1. salma fii ^{c}amman fi l-'urdun.
2. salma taruuḥ 'ila jaami^{c}at nyuu yoork.
3. ṣaarlaha fii 'amriika tis^{c}iin yoom.
4. salma tajii min il-jaami^{c}a 'is-saa^{c}a θamaanya.
5. haaδi 'awwal marra slma tajii 'ila 'amriika.
6. salma a^{c}jabatha nyuu yoork kaθiir.
7. 'iṭ-ṭaqs fii nyuu yoork ḥạạf fi ṣ-ṣeef.
8. 'iṭ-ṭaqs muʃ ḥaarr fii 'abu δ̣abi fi ṣ-ṣeef.
9. iṭ-ṭaqs fii ^{c}ammaan ḥaarr kaθiir wa raṭeb ʃwayy.
10. ^{c}aaylet salma fi l-'urdun.
11. ^{c}aaylet salma min al-kweet.
12. salma ^{c}indaha ṣaff ba^{c}d ʃwayy.
13. halḥiin 'is-saa^{c}a θamaanya w rub^c.

UNIT 11

I. DIALOG

fi s-suug

'aḥmad: 'as-salaamu ^{c}aleetʃ!

naansi: ^{c}aleekum is-salaam!

'aḥmad: 'inti titkallamiin ^{c}arabi zeen il-yoom.

naansi: na^{c}am. 'ana 'atkallam wa 'aktib ^{c}arabi kamaan.

'aḥmad: hal tariidiin tiʃrabiin gahwa ma^{c}ii?

naansi: zeen.

'aḥmad: 'itfaδ̣δ̣alii.

naansi: ʃukran. ba^{c}d il-gahwa 'ana laazem 'aruuḥ 'aakil wa 'aktob ^{c}arabi ʃwayy wa 'anaam. bukra ṣ-ṣubḥ laazem 'aruuḥ 'ila l-bank wa 'asḥab fuluus min hunaak.

'aḥmad: 'inti maa ^{c}inditʃ fuluus halḥiin?

naansi: laa. maa ^{c}indii fuluus.

'aḥmad: zeen. ween tibγiin tiʃrabiin gahwa?

naansi: fii maṭ^{c}am iʃ-ʃarq il-'awsaṭ.

'aḥmad: leeʃ?

naansi: li'an haaδa l-maṭ^{c}am huwa maṭ^{c}am 'abuuya.

II. TRANSLATION

At the Market

Ahmad: Peace be upon you!

Nancy: Peace be upon you!

Ahmad: You speak Arabic well today.

Nancy: Yes, I speak and write Arabic also.

Ahmad: Would you like to have a cup of coffee with me?

Nancy: Fine.

Ahmad: Let's go.

Nancy: Thank you. After the coffee I have to go to eat, write a little Arabic, and go to bed. Tomorrow morning, I have to go to the bank and withdraw money from there.

Ahmad: You don't have any money now?

Nancy: No, I don't have any money.

Ahmad: All right! Where would like to go to have coffee?

Nancy: At the Middle East Restaurant.

Ahmad: Why?

Nancy: Because this restaurant is my father's restaurant.

III. VOCABULARY

'aktib	I write
kamaan	also, too
laazem	It is necessary that; must; should; have to
'aakil	I eat
'anaam	I sleep
'asḥab	I withdraw; I pull
fuluus	money (f.)
hunaak	there; over there
leeʃ	Why?
li'an	because

IV. ADDITIONAL VOCABULARY

saa^{c}ed	help! (imp., m.)
'imʃii	walk! (imp., m.)
'ista^{c}mel	use! (imp., m.)
ʃaγγel	turn on!; start! (imp., m.)
'a^{c}ṭii	give! (imp., m.)

fatteʃ ^{c}ala	look for! (imp., m.)
'iftaḥ	open! (imp., m.)
banned	close!, shut!; stop! (imp., m.)
guul	say! (imp., m.)
laa taakil	don't eat! (m.)
('ana) 'agdar	(I) can
maa	negative particle

V. GRAMMAR

1. Verbs - Present Tense

The conjugation of the present tense verbs presented in this lesson is like the conjugation of the present tense verbs presented earlier. All that you have to learn is the stem of each verb. Below are the conjugations of the verbs - present tense - that occur in the DIALOG as an example. These are the stems:

-ktib-	'to write'
-akil-	'to eat'
-naam-	'to sleep, go to bed'
-sḥab-	'to withdraw (money); to pull'

Pronoun	-ktib-	-akil-	-naam-	-sḥab-
huwa	yiktib	yaakil	yanaam	yisḥab
hum	yikibuun	yaakiluun	yanaamuun	yisḥabuun
hiya	tiktib	taakil	tanaam	tisḥab
hin	yiktibin	yaakilin	yanaamin	yisḥabin
'inta	tiktib	taakil	tanaam	tisḥab
'intum	tiktibuun	taakiluun	tanaamuun	tisḥabuun
'inti	tibtibiin	taakiliin	tanaamiin	tisḥabiin
'intin	tiktibin	taakilin	tanaamin	tisḥabin
'ana	'aktib	'aakil	'anaam	'asḥab
nihna	niktib	naakil	nanaam	nishab

The stems of the other verbs in ADDITIONAL VOCABULARY are:

Stem	Meaning	Stem	Meaning
-saa^{c}ed-	'to help, assist'	-fatteʃ-^{c}ala	'to look for'
-mʃii-	'to walk'	-ftaḥ-	'to open'
-sta^{c}mel-	'to use, utilize'	-banned-	'to shut, close; to stop'
-ʃaγγel-	'to turn on, start'		
-^{c}ṭii-	'to give'	-guul-	'to say'
		-gdar-	'to be able to'

The verbs -mʃii- 'to walk' and -^{c}ṭii- 'to give' are conjugated like -jii- 'to come' (See UNIT 7, VI. 2.).

2. Verbs - Imperative

Six of the verbs presented in this lesson have the imperative (m.s.) form the same as the stem. These verbs are:

Stem	Imperative (m.s.)	Stem	Imperative (m.s.)
-naam-	naam!	-fatteʃ-^{c}ala	fatteʃ ^{c}ala!
-saa^{c}ed-	saa^{c}ed!	-banned-	banned!
-ʃaγγel-	ʃaγγel!	-guul-	guul!

The rest form the imperative (m.s.) by prefixing 'i- to the stem except for -^{c}ṭii- 'to give' and -akil- 'to eat':

Stem		Imperative
-ktib-	'to write'	'iktib!
-sḥab-	'to withdraw; to pull'	'isḥab!
-mʃii-	'to walk'	'imʃii!
-sta^{c}mel-	'to use'	'ista^{c}mel!
-ftaḥ-	'to open'	'iftaḥ!

The imperatives from -akil- and -^{c}ṭii- are:

'ikil! 'Eat!' and 'a^{c}ṭi! 'Give!'

For the imperative (f.s.) form see UNIT 9, VI.5. The imperative from -jii- 'to come' is ta^{c}aal! 'Come!'

3. Negation - Present Tense Verbs

A present tense verb is negated by means of the negative particle maa, which should precede the verb:

huwa maa yaruuḥ.	'He doesn't go.'
niḥna maa namʃii.	'We don't walk.'

If a combination of two verbs or laazem + verb is used, maa precedes the first verb. Example:

'ana maa 'agdar 'amʃii.	'I can't walk.'
'ana maa lazeem 'amʃii.	'I don't have to walk.'

Keep in mind that muʃ 'not' precedes nouns and phrases, but not verbs.

4. Negative Commands

A negative command in ADA is signaled by means of laa 'not', which should precede the present tense, second person singular or plural form. If this form has the -n ending, this ending drops:

'inta taruuḥ.	'You (m.s.) go.'
laa taruuḥ!	'Don't go (m.s.)!'
'inti taruuḥiin.	'You (f.s.) go.'
laa taruuḥii!	'Don't go (f.s.)!'

VI. DRILLS

Drill 1 Repetition

Group A repeats the command; Group B makes the response.

1. saa^{c}ed il-mudiir.
   maa 'agdar 'asaa^{c}ed il-mudiir.

2. 'imʃii 'ila s-suug.
   maa 'agdar 'amʃii 'ila s-suug.
3. 'istaᶜmel il-qalam il-qadiim.
   maa 'agdar 'astaᶜmel il-qalam il-qadiim.
4. 'iktib 'ismak bi l-ᶜarabi.
   maa 'agdar 'aktib 'ismii bi l-ᶜarabi.
5. ʃaγγel 'is-sayyaara.
   maa 'agdar 'aʃaγγel is-sayyaara.
6. 'aᶜṭii ṭ-ṭamaaṭ 'ila l-bint.
   maa 'agdar 'aᶜṭii ṭ-ṭamaaṭ 'ila l-bint.
7. 'isḥab il-baab.
   maa 'agdar 'asḥab il-baab.
8. fatteʃ ᶜala l-kursi l-jadiid.
   maa 'agdar 'afatteʃ ᶜala l-kursii l-jadiid.
9. banned id-dariiʃa.
   maa 'agdar 'abanned id-dariiʃa.
10. guul haaδa l-kalaam marra θaanya.
    maa 'agdar 'aguul haaδa l-kalaam marra θaanya.
11. naam fi l-'uteel.
    ma 'agdar 'anaam fi l-'uteel.
12. 'ikil haaδa l-laḥam.
    maa 'agdar 'aakil haaδa l-laḥam.
13. 'iktibii 'ismitʃ bi l-ᶜarabi.
    maa 'agdar 'aktib 'ismii bi l-ᶜarabi.
14. ruuḥii 'ila s-suug.
    maa 'agdar 'aruuḥ 'ila s-suug.
15. 'istaᶜmilii l-maktab in-naδ̣iif.
    maa 'agdar 'astaᶜmel il-maktab in-naδ̣iif.

16. ʃaγγelii s-sayyaara l-qadiima.

maa 'agdar 'aʃaγγel is-sayyaara l-qadiima.

17. saa^{c}edii l-muwaδ̣δ̣af il-jadiid.

maa 'agdar 'asaa^{c}ed il-muwaδ̣δ̣af il-jadiid.

18. 'iftaḥii d-dariiʃa l-kabiira.

maa 'agdar 'aftaḥ id-dariiʃa l-kabiira.

19. 'ista^{c}milii l-qalam il-jamiil.

maa 'agdar 'asta^{c}mel il-qalam il-jamiil.

20. 'imʃii ma^{c} il-walad iṣ-ṣaγiir.

maa'agdar 'amʃii ma^{c} il-walad iṣ-ṣaγiir.

Drill 2 Completion

Complete this question when the teacher gives the words:

a) hal tigdar...? 'Can you (m.s.)...?'

1. saa^{c}ed il-muhandis.
2. 'imʃii 'ila l-^{c}een.
3. 'ista^{c}mel sayyaartii.
4. 'iktib 'ismak bi l-^{c}arabi.
5. ʃaγγel il-makiina.
6. 'a^{c}ṭii il-mooz 'ila r-rajil.
7. 'isḥab il-fuluus min il-bank.
8. fatteʃ ^{c}alaa l-walad iṣ-ṣaγiir.
9. banned il-makiina.
10. guul haaδa l-kalaam marra θaanya.
11. naam fi l-madrasa.
12. 'ikil min haaδa t-tuffaaḥ.

b) hal tigdarin...? 'Can you (f.p.)...?'

Drill 3 Repetition

Negative commands:

1. laa tisaa^{c}ed is-sikriteer.
2. laa tamʃii 'ila maktab il-bariid.
3. laa tista^{c}mel sayyaarat il-maktab.
4. laa tidfa^c il-fuluus.
5. laa tiʃaγγel is-sayyaara.
6. laa tiktib 'ismak bi l-'ingliizi.
7. laa ta^{c}ṭii l-burtaqaal 'ila l-walad.
8. laa tisḥab il-fuluus min il-bank.
9. laa tibanned il-baab.
10. laa taguul haaδa l-'ism.
11. laa taaxiδii t-teebel il-qaṣiira.
12. laa titkallamii ma^c ir-rajil il-mariiδ̣.
13. laa tista^{c}milii l-makiina l-waṣexa.
14. laa tanaam fi l-mustaʃfa.
15. laa taakil min haaδa l-mooz.

Drill 4 Transformation

When you hear the command, change it to the negative.

Example: T: ruuḥ hunaak.

S: laa taruuḥ hunaak.

1. ruuḥ hunaak.
2. saa^{c}ed is-sikriteer.
3. 'imʃii ma^c il-mu^{c}allim.
4. 'ista^{c}mel haaδi l-mayy.
5. 'iʃrab haaδi l-gahwa.
6. 'idfa^c xamsa doolaar.
7. 'iktib 'ism jim bi l-^{c}arabi.
8. 'a^{c}ṭii darzan tuffaaḥ 'ila l-mudiir.

9. 'isḥab is-sayyaara il-qadiima.

10. fatteʃ ᶜala ṭ-ṭamaaṭ.

11. banned il-baab.

12. guul: "iṭ-ṭaqs ḥaarr wa ḥaaf."

13. naam baᶜd iδ̣-δ̣uhr.

14. 'ikil ᶜeeʃ wa laḥam.

15. takallam maᶜ mudiir il-ᶜamal.

16. 'iʃrab ʃwayy biira.

17. ruuḥ 'ila ṣ-ṣaff.

18. taᶜaalii maᶜ ir-rajil iṭ-ṭawiil.

19. ruuḥii 'ila ṣ-ṣaff iδ̣-δ̣aruuri.

20. fatteʃii ᶜala l-makiina l-qawiyya.

Drill 5 Completion

a) Use the words you hear to complete this sentence:

hal yigdar...? 'Can he...?'

1. yaakil fi l-maktab
2. yinaam baᶜd iδ̣-δ̣uhr
3. yiftaḥ id-dariiʃa
4. yiʃaγγel iṭ-ṭayyaara
5. yidfaᶜ il-fuluus
6. yaguul haaδa l-kalaam
7. yisaaᶜed is-sikriteer
8. yaakil fii haaδa l-maṭᶜam
9. yiʃrab tʃaay ḥaarr
10. yaaxiδ iṭ-ṭayyaara l-yoom?

b) Use the words you hear to complete this sentence:

hal tigdar...? 'Can you (m.s.)...?'; 'Can she...?'

1. taruuḥ 'ila l-madrasa
2. tistaᶜmel il-kitaab
3. tamʃii 'ila l-jaamiᶜa
4. taakil darzan burtaqaal
5. taguul: "'itfaδ̣δ̣al istriiḥ."
6. tajii 'ila ṣ-ṣaff is-saaᶜa sabᶜa
7. tibanned id-dariiʃa
8. tistaᶜmel haaδi l-makiina
9. tiʃaγγel ir-raadyoo
10. tiʃrab haaδa l-wiski
11. tiktib kitaab bi l-ᶜarabi
12. taruuḥ is-saaᶜa θnaᶜʃ iδ̣-δ̣uhr.

Drill 6 Question - Answer

When you hear the question, answer: laa. maa yigdaruun...

Example: hal yigdaruun yaruuḥuun hunaak? 'Can they (m.p.) go there?'
laa. maa yigdaruun yaruuḥuun hunaak. 'No, they can't go there.'

1. hal yigdaruun yisaaᶜiduun il-muwaδ̣δ̣af?
2. hal yigdaruun yinaamuun iṣ-ṣubḥ?
3. hal yigdaruun yamʃuun 'ila ʃ-ʃuγul?
4. hal yigdaruun yistariiḥuun hini?
5. hal yigdaruun yiʃrabuun gahwa kaθiir?
6. hal yigdaruun yiktibuun 'ismahum bi l-ᶜarabi?
7. hal yigdaruun yistaᶜmiluun is-sayyaara?
8. hal yigdaruun yiʃaγγiluun il-makiina?
9. hal yigdaruun yaᶜṭuun fuluus 'ila l-muwaδ̣δ̣af?
10. hal yigdaruun yisḥabuun fuluusahum min il-bank?
11. hal yigdaruun yinaamuun is-saaᶜa ᶜaʃara?
12. hal yigdaruun yajuun bukra?

13. hal yigdaruun yifatteʃuun ^{c}ala l-makiina?

14. hal yigdaruun yibanneduun il-baab?

15. hal yigdaruun yaruuḥuun ba^{c}d bukra?

16. hal yigdaruun yaaxiδuun il-janṭa ma^{c}hum?

17. hal yigdaruun yitkallamuun ^{c}arabi zeen?

18. hal yigdaruun yaguuluun haaδa l-kalaam?

19. hal yigdaruun ya^{c}ṭuun θalaaθa duulaar fi s-saa^{c}a?

20. hal yigdaruun yajuun yoom il-jum^{c}a?

Drill 7

When you hear the sentence, answer: 'ana...kamann. 'I...too.'

Example: huwa yigdar yiʃaγγel il-makiina. 'He can start the engine.'

'ana 'agdar 'aʃaγγel il-makiina kamaan. 'I can start the engine too.'

1. huwa yigdar yiktib ^{c}arabi.

2. hiya tigdar taakil jiben w zibid.

3. hum yigdaruun yinaamuun θna^{c}ʃ saa^{c}a.

4. huwa yigdar yisaa^{c}ed il-mara.

5. 'inta tigdar taruuḥ 'ila bayruut.

6. ḥinna nigdar nisḥab fuluusana.

7. huwa yigdar yistariiḥ fi l-maktab.

8. hiya tigdar tisaa^{c}ed il-waziir.

9. hum yidgaruun yibanneduun id-dariiʃa.

10. 'ana 'agdar 'a^{c}ṭii l-kursii 'ila l-mu^{c}allim.

11. huwa yigdar yaguul: "as-salaamu ^{c}aleekum."

12. hiya tigdar tajii 'ila ṣ-ṣaff il-yoom.

13. hum yigdaruun yaguuluun: "haaδa γaalii."

14. 'inta tigdar tamʃii saaᶜateen.

15. 'inti tigdariin taakiliin fi l-maṭᶜam.

16. huwa yigdar yiʃaγγel is-sayyaara.

17. hiya tigdar tisaaᶜed is-sikriteera.

18. hum yigdaruun yiktibuun fi d-daftar.

19. 'inti tigdariin tamʃiin 'ila l-mustaʃfa.

20. 'ana 'agdar 'aruuḥ 'ila l-maṭᶜam.

21. hin yigdarin yaruuḥin hunaak.

22. 'intin tigdarin tisḥabin fuluusakin.

Drill 8 Completion

When you hear the sentence, answer:

ḥinna maa nigdar...kamaan. 'We cannot...either.'

1. nisaaᶜed il-muhandis
2. namʃii 'ila s-suug
3. niʃrab biira kaθiir
4. niktib 'ismana bi l-ᶜarabi
5. niʃaγγel is-sayyaara
6. naᶜṭii l-fuluus 'ila l-walad
7. nisḥab is-sayyaara l-qadiima
8. nibanned id-dariiʃa
9. niʃaγγel il-makiina
10. naguul haaδa l-kalaam marra θaanya
11. nigdar ninaam fi l-'uteel
12. naakil min haaδa l-burtaqaal
13. nidfaᶜ kull il-fuluus
14. naruuḥ hunaak
15. niʃrab biira ṣ-ṣubḥ

16. nifatteʃ ^{c}ala l-walad

17. nitkallam ^{c}arabi kaθiir

18. niftaḥ id-dariiʃa ba^{c}d is-saa^{c}a xamsa

19. najii 'ila ʃ-ʃuγul fi s-sayyaara

20. nistariiḥ il-masa

Drill 9 Completion

a) Complete the following statements when you hear the words:

'ana laazem... 'I have to, must, should...'

1. 'aktib 'ismii bi l-^{c}arabi

2. 'aruuḥ 'ila l-beet halḥiin

3. 'ajii 'ila ṣ-ṣaff kull yoom iṣ-ṣubḥ

4. 'aakil laḥam kull yoom

5. 'aʃrab gahwa kull saa^{c}a

6. 'anaam ^{c}aʃar saa^{c}aat kull yoom

7. 'aruuḥ 'ila bayruut

8. 'astariiḥ gabel is-saa^{c}a waḥda

9. 'amʃii 'ila l-madrasa

10. 'a^{c}ṭii l-kitaab 'ila l-mu^{c}allim

b) When you hear the command, answer with:

ḥinna maa laazem... 'We don't have to, mustn't, shouldn't...'

Example: banned il-baab. 'Shut the door!'

ḥinna maa laazem nibanned il-baab. 'We don't have to shut the door.'

1. ʃaγγel il-makiina.

2. 'iftaḥ id-dariiʃa.

3. 'ixiδ taxi.

4. 'ikil min haaδa l-mooz.

5. 'iktib 'ismak bi l-^{c}arabi.

6. taᶜaal maᶜii 'ila ṣ-ṣaff.
7. guul haaδa l-kalaam.
8. 'iʃrab gahwa maᶜ il-mudiir.
9. takallam ᶜarabi fi ṣ-ṣaff.
10. 'iʃrab gahwa ḥaarra l-masa.

Drill 10 Repetition

1. 'ana laazem 'aʃrab gahwa li'an is-saaᶜa ᶜaʃara.
2. 'ana laazem 'aruuḥ li'an iṭ-ṭaqs zeen.
3. 'ana laazem 'anaam li'an is-saaᶜa θnaᶜʃ.
4. 'ana laazem 'aʃtaγel li'an il-mudiir hini.
5. 'ana laazem 'aruuḥ li'an il-yoom is-sabt.
6. 'ana laazem 'aruuḥ li'an 'ariid 'aakil.
7. 'ana laazem aʃtaγel li'an iʃ-ʃuγul δ̣aruuri.
8. 'ana laazem 'anaam fi l-mustaʃfa li'an 'ana mariiδ̣.
9. 'ana laazem 'atkallam maᶜha li'an hiya jamiila.
10. 'ana laazem 'aaxiδ il-qalam li'an 'ariid 'aktib.

Drill 11 Substitution

a) Substitute hin for 'ana in Drill 10.
b) Substitute 'inta for 'ana in Drill 10.
c) Substitute 'intin for 'ana in Drill 10.
d) Substitute hum for 'ana in Drill 10.
e) Substitute niḥna for 'ana in Drill 10.

Drill 12 Question - Answer

Answer the following questions:

1. leeʃ laazem tiʃrab gahwa?
2. leeʃ taruuḥ 'ila ṣ-ṣaff kull yoom is-saaᶜa sabᶜa ṣ-ṣubḥ?
3. leeʃ laazem tiʃtaγel?

4. leeʃ laazem taakil?
5. leeʃ laazem tinaam fi l-mustaʃfa?
6. leeʃ laazem tajii 'ila d-daxtoor?
7. leeʃ laazem titkallam ma^{c}ha?
8. leeʃ tariid taruuḥ 'ila 'abu δ̣abi?
9. leeʃ tariid tisaa^{c}ed is-sikriteer?
10. leeʃ tamʃii kull yoom 'ila ʃ-ʃuγul?
11. leeʃ taakiliin fii haaδa l-maṭ^{c}am?
12. leeʃ laazem titkallamin ^{c}arabi?
13. leeʃ laazem yista^{c}milin il-baab iθ-θaani?
14. leeʃ laazem yaruuḥin 'ila l-beet?
15. leeʃ tisḥabin fuluusakin min il-bank?

UNIT 12

I. BASIC TEXT

ḥayaati

'ismii 'aḥmad. ᶜumrii xamsa w θalaaθiin sana, wa 'askin fii 'abu δ̣abi. 'ana 'aʃtaγel maᶜ il-ḥukuuma. 'ana mitzawwej wa ᶜindii 'arbaᶜ 'awlaad: waladeen wa binteen. halḥiin il-'awlaad fi l-madrasa. hum yaruuḥuun 'ila l-madrasa kull yoom. 'il-walad il-kabiir fi ṣ-ṣaff is-saades w iṣ-ṣaγiir fi ṣ-ṣaff il-'awwal. binti l-kabiira fi ṣ-ṣaff il-xaames w iṣ-ṣaγiira fi ṣ-ṣaff iθ-θaani. 'il-bint iṣ-ṣaγiira ᶜumraha sabᶜ sanawaat.

'ana ᶜindii ʃuγul kaθiir. laazem 'aʃtaγel kull yoom. ḥayaati ṣaᶜba walaaken 'ana saᶜiid maᶜ ᶜaayilti. 'aḥibb zawijti wa 'awlaadi kaθiir.

II. TRANSLATION

My Life

My name is Ahmad. I am 35 years old, and I live in Abu Dhabi. I work for the government. I am married, and I have four children: two boys and two girls. Now the children are in school. They go to school every day. The older boy is in the sixth grade, and the younger one is in the first grade. My older daughter is in the fifth grade, and the younger one is in the second grade. The younger girl is seven years old.

I have a lot of work. I have to work every day. My life is hard, but I am happy with my family. I love my wife and my children very much.

III. VOCABULARY

ḥayaa	life (f.)
ᶜumr	age (m.)
sana	year (f.)
sanawaat,siniin	(pl. of sana) years
'askin	I live
ḥukuuma	government (f.)
mitzawwej	married (m.)
walad	boy; child; son
'awlaad	(pl. of walad) boys; children; sons
binti	my daughter
ᶜumraha	her age
ḥayaatii	my life
ṣaᶜba	difficult (f.), hard
zawja	wife (f.)
zawijtii	my wife
'aḥibb	I like, love
man	who?

IV. ADDITIONAL VOCABULARY

kam ᶜumrak?	How old are you? (m.s.)
laazem yakuun	he, it, should be (m.)
laazem takuun	she, it, should be (f.)
ḥijra	room (f.)
sinama	cinema
'abuu	father (m.)
'umm	mother (f.)
'axuu	brother (m.)
'uxt	sister (f.)

ṣadiiq	friend (m.)
kaateb	clerk (m.)
haδaak	that (m.s.)
haδiitʃ	that (f.s.)
'abuuya	my father
'axuuya	my brother
musaa^{c}ed	assistant, helper (m.)
ra'iis	boss; president (of a university or a state) (m.)

V. GRAMMAR

1. The verb 'to be' (stem -kuun-) in ADA can be used to express future time. Examples:

huwa yakuun hini bukra. 'He will be here tomorrow.'

hal 'inta takuun fi l-maktab il-yoom? 'Are you going to be in the office today?'

It should be used with such words as laazem 'it is necessary that; should; must; have to' and yigdar 'he can, will be able to':

'inti laazem takuuniin fi ṣ-ṣaff. 'You (f.s.) must be in class.'

'ana 'agdar 'akuun hini 'is-saa^{c}a ^{c}aʃara. 'I can be here at ten o'clock.'

-kuun- is conjugated like any other verb.

2. Suffixed Pronouns

Below is a complete list of possessive pronouns with examples. (See UNIT 1, VI, 2 and UNIT 2,VI, 2):

Independent Pronoun	Possessive Pronoun	Example
huwa	-ah	kitaabah 'his book'
hum	-ahum	kitaabahum 'their (m.p.) book'
hiya	-aha	kitaabaha 'her book'
hin	-ahin	kitaabahin 'their (f.p.) book'
'inta	-ak	kitaabak 'your (m.s.) book'
intum	-akum	kitaabakum 'your (m.p.) book'
'inti	-itʃ	kitaabitʃ 'your (f.s.) book'
'intin	-akin	kitaabakin 'your (f.p.) book'
'ana	-ii	kitaabii 'my book'
ḥinna,niḥna	-ana	kitaabana 'our book'

If the noun has a vowel ending, the first vowel in the suffixed pronoun drops. Examples:

'abuu 'father'	'abuuh 'his father'
	'abuuhum 'their (m.p.) father'
	'abuuha 'her father'
	etc., etc.,

The forms 'abuuya 'my fahter' and 'axuuya 'my brother' are exceptional.

3. Noun Constructs (See UNIT 6, VI, 3)

In Drill 10 of this lesson we have a series of constructs within constructs. Example:

maktab ra'iis jaami^{c}at 'arizoona

'The office of the President of the University of Arizona'

If both elements of a noun construct have the same gender, structural ambiguity results if a modifier is used:

ḥijrat il-bint in-naδ̣iifa 'the clean girl's room' or
'the room of the clean girl'

qalam il-walad iṣ-ṣaγiir 'the small boy's pencil' or
'the pencil of the small boy'

If both elements have different genders, structural ambiguity is in the English phrase, not in the Arabic phrase:

ḥijrat il-bariid il-jadiida. is only 'the new room of the mail'

ḥijrat il-bariid il-jadiid. is only 'the room of the new mail'

In the English phrase the new mail room 'new' may modify mail or room.

VI. DRILLS

Drill 1 Cued Chain

Example: T: mu^{c}allim.....ṣaff 'teacher.....class'

S_1: ween laazem yikuun il-mu^{c}allim? 'Where should the teacher be?

S_2: 'il-mu^{c}allim laazem yikuun fi ṣ-ṣaff. 'The teacher should be in class.'

1. mu^{c}allim.....ṣaff
2. walad.....beet
3. kursii.....ḥijra
4. daxtoor.....musta∫fa
5. mu^{c}allima.....madrasa
6. mudiir.....jaami^{c}a
7. sikriteer.....maktab
8. muhandis.....∫uγul
9. bint.....'abu δ̣abi
10. mara.....beet
11. rajil.....balad
12. mḥammad.....sinama
13. teebel.....maktab
14. leet.....ḥijra
15. muwaδ̣δ̣af.....maktab
16. sayyaara.....garaaj
17. fuluus.....bank
18. tuffaaḥ.....suug
19. mara.....beet
20. burtaqaal.....suug

Drill 2 Question - Answer

The teacher will ask a question and give a word. Students answer the question using that word.

Example: T: man haδaak ir-rajil? 'abuu 'Who is that man?
father'

S: huwa 'abuuya. 'He is my father.'

1. 'axuu
2. ṣadiiq
3. kaateb
4. musaa^{c}ed
5. 'abuu
6. daxtoor
7. 'axuu
8. sikriteer
9. walad
10. mu^{c}allim
11. 'axuu
12. 'abuu
13. mudiir
14. ra'iis

Substitute 'abuuk 'your (m.s.) father', 'abuuha 'her father', and 'abuukum 'your (m.p.) father' for 'abuuya 'my father'.

Drill 3 Question - Answer

The teacher will ask a question and give a word. Students answer the question using the word.

Example: T: man haδiitʃ il-bint (il-mara)? 'uxt 'Who is that girl (woman)? sister
S: hiya 'uxtii. 'She is my sister.'

1. ṣadiiqa
2. sikriteera
3. daxtoora
4. 'uxt
5. bint
6. ra'iisa
7. mudiira
8. mu^{c}allima
9. musaa^{c}eda
10. zawja
11. 'umm
12. ra'iisa
13. kaatiba

Substitute 'uxtahum 'their (m.p.) sister', 'uxtahin 'their (f.p.) sister' and 'uxtakin 'your (f.p.) sister' for 'uxtii 'my sister.'

Drill 4 Substitution

Use the words you hear to complete these sentences:

a. ᶜali 'abuuya. huwa muʃ 'abuuk. 'Ali is my father. He is not your father.'

1. 'aḥmad 'axuu
2. ᶜabdalla ṣadiiq
3. ḥanna daxtoor
4. jamiil ra'iis
5. kariim mudiir
6. ḥamad sikriteer
7. maḥmuud ṣadiiq
8. jumᶜa muᶜallim
9. salma 'uxt
10. samiira bint
11. jamiila ṣadiiqa
12. kariima sikriteera
13. ʃeexa daxtoora
14. faaṭma 'umm
15. maryam musaaᶜeda
16. sara zawja

b. ᶜali 'abuuya. huwa muʃ 'abuuh. 'Ali is my father. He is not his father.'

Use substitution from a. above.

Drill 5 Completion

Use the words you hear to complete this question:

a. hal .... -(a)k? 'Is .... your (m.s.)?'

1. huwa 'abuu
2. hiya 'umm
3. hiya 'uxt
4. huwa 'axuu
5. huwa ṣadiiq
6. huwa mudiir
7. hiya bint
8. hiya ṣadiiqa
9. huwa sikriteer
10. hiya sikriteera
11. huwa ra'iis
12. huwa muᶜallim
13. huwa walad
14. hiya ṣadiiqa
15. hiya 'umm
16. huwa 'axuu
17. hiya bint
18. hiya daxtoora
19. huwa ra'iis
20. huwa mudiir

b. hal .... -(a) hin? 'Is .... their (f.p.)?'

Use substitutions from a. above.

Drill 6 Cued Chain

a. When the teacher gives a word, S_1 asks the question:

hal .... (a)k rajil kabiir? 'Is your (m.s.) .... an old man?'

S_2 answers: na^{c}am. huwa rajil kabiir. ^{c}umrah _______ sana.

'Yes. He is an old man. He is _______ years old.'

1.	mu^{c}allim	50	7.	daxtoor	100
2.	ṣadiiq	63	8.	mudiir	69
3.	'abuu	79	9.	'abuu	70
4.	'axuu	95	10.	musaa^{c}ed	53
5.	sikriteer	80	11.	ṣadiiq	55
6.	ra'iis	65	12.	'axuu	60

b. Same procedure as above with these patterns:

hal .... a(t)ak bint (mara) kabiira? 'Is your (f.s.) .... an old (girl) woman?'

na^{c}am. hiya bint (mara) kabiira. ^{c}umraha _______ sana.

'Yes. She is an old girl (woman). She is _______ years old.'

Use the feminine forms of 'abuu and 'axuu.

Drill 7 Transformation

Change to the dual:

Example: walad ⟶ waladeen 'boy ⟶ two boys'

mara ⟶ marateen 'woman ⟶ two women'

1. 'axuu
2. walad
3. 'umm
4. bint
5. zawja
6. mu^{c}allim

7. mu^{c}allima
8. ḥayaa
9. balad
10. musaa^{c}ed
11. sikriteera
12. ḥijra
13. daxtoora
14. muhandis
15. ṣaff
16. muwaδ̣δ̣af
17. ra'iis
18. jaami^{c}a
19. xamsa
20. miya
21. kaatib
22. ḥukuuma

Drill 8 Variable Substitution

Base sentence: ^{c}umr il-bint iṣ-ṣaγiira saba^c siniin.

'The young girl is seven years old.'

1. ^{c}aʃar
2. 'il-kabiira
3. ^{c}iʃriin
4. 'il-mara
5. θalaaθiin
6. sab^{c}a w θalaaθiin
7. 'il-jamiila
8. 'il-qaṣiira
9. 'arba^{c}iin
10. 'ir-rajil
11. 'iṭ-ṭawiil
12. 'il-qawii
13. question
14. 'il-mariiδ̣
15. statement
16. negative
17. 'il-mara
18. tis^{c}a w xamsiin
19. statement
20. question

Drill 9 Variable Substitution

Base sentence: hum yaruuḥuun 'ila l-madrasa kull yoom.

'They (m.p.) go to school every day.'

1. is-saa^{c}a sab^{c}a ṣ-ṣubḥ
2. 'ana
3. 'iʃ-ʃuγul
4. mḥammad
5. mḥammad wa ḥamad
6. 'il-masa

7. negative
8. 'il-beet
9. yajuun
10. statement
11. 'intin
12. 'inti
13. question
14. xamsa
15. ba^{c}d iδ̣-δ̣uhr
16. ʃeexa
17. niḥna
18. 'inta
19. 'inti
20. question
21. statement
22. negative
23. hin
24. 'intin

Drill 10 Translation

Translate the following:

1. the minister's office
2. the woman's room
3. Mohammad's room
4. the University of Arizona
5. the University of Michigan
6. Arizona State University
7. the President of the University
8. the office of the President of the University
9. the office of the President of the University of Arizona
10. Hamad's room
11. Hamd's clean room
12. the girl's room
13. the girl's clean room
14. the room of the clean girl
15. the girl's clean beautiful room
16. the beautiful room of the clean girl

17. the clean room of the beautiful girl
18. the clean beautiful room of the girl
19. the room of the clean beautiful girl
20. the mail room
21. the post office
22. the beautiful mail room
23. the clean mail room
24. the new mail room
25. the old mail room

Drill 11 Variable Substitution

Base sentence: hiya ^{c}umraha xams siniin. 'She is five years old.'

1. forty
2. I
3. you (m.s.)
4. ^{c}abdalla
5. you (m.p.)
6. we
7. negative
8. they (m.p.)
9. naansi
10. saliim
11. you (f.p.)
12. 35
13. 20
14. 100
15. 7
16. the two boys
17. 10
18. statement
19. question
20. you (f.s.)
21. statement
22. they (f.p.)

Drill 12 Chain

S_1 asks the question: kam ^{c}umrak? 'How old are you (m.s.)?'

S_2 answers: ^{c}umrii ______ sana (siniin) 'I am _____ years old.'

1. 20 years
2. 26 years
3. 40 years
4. 49 years
8. 2 years
9. 1 year
10. 3 years
11. 7 years
15. 105 years
16. 110 years
17. 20 years
18. 22 years

5. 42 years
6. 51 years
7. 100 years
12. 10 years
13. 11 years
14. 12 years
19. 2 years
20. 12 years
21. 11 years

Drill 13 Variable Substitution

Base sentence: 'aḥibb zawijti kaθiir. 'I love my wife a lot.'

1. 'inta
2. huwa
3. question
4. 'is-sikriteera
5. 'il-muwaδ̣δ̣afa
6. 'inta
7. 'hinna
8. 'intum
9. hin
10. 'inti
11. hum
12. statement
13. negative
14. id-daxtoora
15. 'ana
16. kariim
17. 'il-'awlaad
18. 'il-bint
19. 'intin
20. 'intum

Drill 14 Conjugation

Conjugate the following with all the personal pronouns:

1. huwa higdar yisaa^{c}ed 'abuuh.

   'He can help his father.'

2. huwa maa yigdar yisḥab fuluus min il-bank.

   'He cannot withdraw money from the bank.'

3. laa taruuḥ hunaak li'an iṭ-ṭaqs ḥaarr.

   'Don't go there because it is hot.'

4. huwa maa yinaam hini walaakin yaakil hini.

   'He doesn't sleep here, but he eats here.'

5. laazem yibanned il-baab wa yiftaḥ id-darii∫a.

   'He should shut the door and open the window.'

Drill 15 Aural Comprehension

Listen to the following passage, then give complete answers to the questions below:

^{c}indii ṣadiiq 'ismah ṣaaleḥ. huwa min al-quds. ṣadiiqii mitzawwej wa ^{c}indah θalaaθ 'awlaad: walad waaḥed wa binteen. ^{c}umr ṣadiiqii ṣaaleḥ 'iθneen wa θalaaθiin sana, wa zawijtah ^{c}umraha ^{c}iʃriin sana bas. 'ism zawjat ṣaaleḥ ʃeexa. ʃeexa maa ^{c}indaha ʃuγul. hiya fi l-beet.

ṣaaleḥ ḥayaatah ṣa^{c}ba li'an huwa yiʃtaγel mu^{c}allim ma^c il-ḥukuuma. huwa yaaxiδ bas θalaaθiin diinaar kull θalaaθiin yoom.

ṣaaleḥ yariid yajii 'ila 'amriika li'an huwa yariid yitkallam 'ingliizi zeen.yariid yaruuḥ 'ila jaami^{c}a 'amrikaaniyya. yajii 'ila 'amriika ba^{c}d sanateen 'inʃaalla li'an huwa maa ^{c}indah fuluus halḥiin. huwa maa yigdar yidfa^c xamsmiyat doolaar 'ila ṭ-ṭayyaara.

Questions

1. ʃuu 'ism ṣadiiqii?
2. min ween ṣaaleḥ?
3. hal huwa mitzawwej? hal 'inta mitzawwej?
4. hal 'inti mitzawweja?
5. kam walad ^{c}ind ṣaaleḥ? kam walad wa kam bint?
6. kam ^{c}umr ṣadiiqii ṣaaleḥ? hal huwa rajil kabiir?
7. kam ^{c}umr zawjet ṣaaleḥ? ʃuu 'ismaha?
8. hal ʃeexa mu^{c}allima?
9. keef ḥayaat ṣaaleḥ? leeʃ?
10. kam diinaar yaaxiδ ṣaaleḥ fi l-yoom?

11. ween ṣaaleḥ yariid yaruuḥ? leeʃ?

12. hal ṣaaleḥ yariid yaruuḥ 'ila l-madrasa 'aw il-jaami^{c}a?

13. hal yigdar ṣaaleḥ yajii 'ila 'amriika halḥiin? leeʃ?

14. kam doolaar ṣaaleḥ laazem yidfa^{c} 'ila ṭ-ṭayyaara?

Drill 16 Reproduction

Reproduce the aural comprehension passage in Drill 15 with the help of the following key words:

ṣaaleḥ--------------'al-quds------ mitzawwej------'awlaad
walad---------------binteen--------32 years-------20 years
ʃeexa---------------beet-----------ṣa^{c}ba----------mu^{c}allim
doolaar-------------'amriika-------yitkallam------2 years
fuluus--------------ṭayyaara

UNIT 13

I. DIALOG

ween raayeḥ?

^{c}ali: marḥaba!

sami: marḥabateen!

^{c}ali: ween raayeḥ?

sami: 'ana raayeḥ 'ila l-maṭaar.

^{c}ali: ween 'inta msaafer?

sami: 'ana msaafer 'ila l-qaahira.

^{c}ali: mata msaafer?

sami: ba^{c}d saa^{c}ateen.

^{c}ali: ^{c}ala 'ayya ṭayyaara msaafer?

sami: ^{c}ala ṭayyaarat iʃ-ʃarq il-'awṣaṭ.

^{c}ali: hal ^{c}aayiltak ma^{c}ak?

sami: laa ^{c}aayilti fii 'abu δ̣abi.

^{c}ali: kam walad ^{c}indak?

sami: ^{c}indii walad waaḥed w bint bas.

^{c}ali: ʃuu 'ism il-walad?

sami: ismah ^{c}aadel

^{c}ali: ʃuu 'ism il-bint?

sami: ismaha su^{c}aad.

^{c}ali: ʃuu ʃuγlak fii 'abu δ̣abi?

sami: 'ana muhandis ziraa^{c}ii fii wazaarat iz-ziraa^{c}a.

^{c}ali: wa zawjatak ʃuu tiʃtaγel?

sami: zawjatii maa tiʃtaγel. hiya rabbet beet.

^{c}ali: fii maanillaah. 'aʃuufak ba^{c}deen inʃalla.

sami: ma^c is-salaama.

II. TRANSLATION

Where Are You Going?

Ali: Hi!

Sami: Hi! (lit. 'two hi's')

Ali: Where are you going?

Sami: I am going to the airport.

Ali: Where are you traveling?

Sami: I am traveling to Cairo.

Ali: When are you traveling?

Sami: In two hours.

Ali: On what plane are you traveling?

Sami: On the Middle East Plane.

Ali: Is your family with you?

Sami: No, my family is in Abu Dhabi.

Ali: How many children do you have?

Sami: I have one son and one daughter only.

Ali: What is the boy's name?

Sami: His name is 'Adel.

Ali: What is the girl's name?

Sami: Her name is Suaad.

Ali: What is your work in Abu Dhabi?

Sami: I am an agricultural engineer in the Ministry of Agriculture.

Ali: What does your wife work?

Sami: My wife doesn't work. She is a housewife.

Ali: Goodbye. See you later, God willing.

Sami: Goodbye.

III. VOCABULARY

ween msaafer?	Where are you traveling?
maṭaar	airport (m.)
tisaafer	you (m.s.) travel
'al-qaahira	Cairo (f.)
mata?	when?
ʃarika	company (f.)
ziraa^{c}ii	agricultural (m.)
wazaara	ministry (f.)
ziraa^{c}a	agriculture (f.)
rabbet beet	a housekeeper (f.)
ba^{c}deen	later; then

IV. ADDITIONAL VOCABULARY

ṣiḥḥa	health (f.)
wazaarat iṣ-ṣiḥḥa	Ministry of Health
wazaarat il-ma^{c}aaref	Ministry of Education
wazaarat il-maaliyya	Ministry of Finance
batrool	petroleum
wazaarat il-batrool	Ministry of Petroleum
haδeel	these (m. or f.)
θalaṭṭa^{c}ʃ	13
arba^{c}ta^{c}ʃ	14
xamsṭa^{c}ʃ	15
siṭṭa^{c}ʃ	16
saba^{c}ṭa^{c}ʃ	17
θamanṭa^{c}ʃ	18
tisa^{c}ṭa^{c}ʃ	19
mumkin	perhaps, maybe

ḥawaali	about, approximately
ba^{c}iid (^{c}an)	far away (from)

V. GRAMMAR

1. Verbs - Future Tense

Future time in ADA is expressed by rayeeḥ + the present tense of the verb. raayeḥ (m.) behaves syntactically like an adjective; it is inflected for gender and number. Examples:

huwa raayeḥ yisaafer.	'He is going to, will, travel.'
hiya raayeḥa tisaafer.	'She is going to, will, travel.'
hum raayeḥiin yiṡaafiruun.	'They (m.p.) are going to, will, travel.'
hin raayeḥin yisaaferin.	'They (f.p.) are going to, will, travel.'

2. Nouns - Plurals

There are three kinds of noun plurals in Arabic:

a. Sound feminine plurals. (See UNIT 9, VI, 3)

b. Sound masculine plurals. These are formed by adding -iin to the singular:

muhandis	muhandisiin	'engineers'
mu^{c}allim	mu^{c}allimiin	'teachers'
muwaδ̤δ̤af	muwaδ̤δ̤afiin	'employees'

c. Broken plurals. These are the most difficult since they do not conform to any rule. You have to learn these plurals as you encounter them. The broken plurals presented in this lesson are:

madrasa	madaares	'schools'
beet	byuut	'houses, homes'
dariiʃa	daraayeʃ	'windows'

janṭa	jinaṭ	'bags, suitcases'
sana	siniin	'years'
ḥijra	ḥijar	'rooms'
ṣadiiq	'aṣdiqa	'friends'

The following nouns take the sound feminine plural suffix -aat:

'uteel	'uteelaat	'hotels'
leet	leetaat	'lights'
maṭaar	maṭaaraat	'airports'

The following two nouns undergo a slight change:

mustaʃfa	mustaʃfayaat	'hotels'
sana	sanawaat	'years'

The two plural forms of sana 'year': siniin and sanawaat are used interchangeably.

3. haδeel 'these' can be used with either masculine or feminine plural nouns:

haδeel mu^{c}allimiin.	'These are teachers (m.).'
haδeel mu^{c}allimaat.	'These are teachers (f.).'

4. (kull) yoom ba^{c}d yoom is an idiomatic phrase. It means 'every other day.'

(kull) sana ba^{c}d sana	'every other year'
(kull) saa^{c}a ba^{c}d saa^{c}a	'every other hour'

VI. DRILLS

Drill 1 Chain

Substitute proper names for the ones in parentheses.

S$_1$: ʃuu 'ismak?	'What's your name?'
S$_2$: 'ismii (ḥanna).	'My name is (John).'

S_1:	ween ^{c}aayiltak?	'Where is your family?'
S_2:	^{c}aayilti fii (^{c}amman).	'My family is in Amman.'

Drill 2 Transformation

waladah fi l-madrasa. ⟶ ^{c}indah walad fi l-madrasa.

'His son is at school.' 'He has a son at school.'

1. bintah fi l-jaami^{c}a.
2. zawjatah fi l-^{c}een.
3. beetah fi l-balad.
4. 'awlaadah fi l-madrasa.
5. ḥijratah kabiira.
6. sayyaartah jadiida.
7. bintah jamiila.
8. 'ummah kabiira.
9. 'axuuh ṭawiil.
10. 'uxtah qaṣiira.
11. ṣadiiqah fi l-qaaḥira.
12. kitaabah qadiim.
13. fuluusah kaθiira.
14. sikriteeratah ṣaγiira.
15. makiinatah qawiyya.
16. daftarah naδ̣iif.
17. ṣadiiqatah mariiδ̣a.
18. ^{c}aayiltah kabiira.
19. maratah jamiila.
20. ṣaffah δ̣aruuri.

Drill 3 Translation

Example: T: How many books do you have?

P: kam kitaab ^{c}indak?

1. How many books are on the table?
2. How many pencils does he have?
3. How many children do you have?
4. How many days do you work?
5. How many schools are there in Tucson?
6. How many universities are there in Egypt?
7. How many rooms are there in your house?
8. How many hours do you work every day?
9. How many dollars per hour does the university pay you?

10. How many assistants do you want?

11. How many cities are there in Abu Dhabi?

12. How many hospitals are there in this town?

13. How many hours do you learn (lit. 'take') Arabic every day?

14. How many dollars do you pay him per hour?

15. How many bags are there in the car?

16. How many planes are there in the airport?

Drill 4 Written Drill

Fill in the blanks.

1. mata saliim.......'ila bayruut? (yisaafer, 'asaafer, tisaafer)
2. ....ṣaff δ̣aruuri. (hiya, huwa, 'inta)
3. .... mustaʃfa naδ̣iif. (haaδi, haδiitʃ, haaδa)
4. ᶜaaylat id-daxtoor fariid....... (ṣadiiqa, δ̣aruuriyya, ṣaγiira)
5. 'ismah....... (maryam, al-mudiira, jumᶜa)
6. ....'inta msaafer 'ila 'amriika? (mata, ᶜala, ween)
7. ween laazem 'inta.......is-saaᶜa xamsa? (yakuun, nakuun, takuun)
8. ḥayaat haaδa r-rajil....... (qadiima, saᶜba, naδ̣iif)
9. haaδa huwa.......jumᶜa. ('as-sayyid, saᶜiid, sayyid)
10. 'aʃuufak.......l-qaaḥira. ('ila, fii, min)

Drill 5 Substitution

yiʃtaγel fi l-jaamiᶜa. 'He works at the university.'

1. fi l-madrasa
2. fii wazaarat iz-ziraaᶜa
3. fii wazaarat il-batrool
4. maᶜ il-ḥukuuma
5. maᶜ iʃ-ʃarika
6. maᶜ saalem
7. maᶜak

8. maᶜaha
9. maᶜana
10. maᶜahum
11. 'is-saaᶜa sabᶜa
12. kull yoom is-saaᶜa θamaanya
13. kull yoom is-saaᶜa θamaanya ṣ-ṣubḥ
14. kull yoom baᶜd yoom
15. yoom il-jumᶜa bas

Drill 6 Variable Substitution

ᶜindii ʃuγul is-saaᶜa ᶜaʃara. 'I have work at ten o'clock.'

1. you (m.s.)
2. question
3. xamsa
4. you (f.s.)
5. statement
6. negative
7. we
8. eleven
9. twelve
10. you (m.p.)
11. statement
12. tomorrow
13. she
14. mawᶜed
15. question with mata
16. question with 'ayya hazẓa
17. you (m.p.)
18. we
19. you (f.s.)
20. they (m.p.)
21. they (f.p.)
22. you (f.p.)

Drill 7

Learn the following plurals:

Sing.	Plural	Sing.	Plural
muhandis	muhandisiin	madrasa	madaares
muᶜallim	muᶜallimiin	mustaʃfa	mustaʃfayaat

Sing.	Plural	Sing.	Plural
muwaδ̣δ̣af	muwaδ̣δ̣afiin	'uteel	'uteelaat
waṣex	waṣexiin	beet	byuut
jamiil	jamiiliin	baab	biibaan
qadiim	qadiimiin	dariiʃa	daraayeʃ
δ̣a^{c}iif	δ̣a^{c}iifiin	janṭa	jinaṭ
naδ̣iif	naδ̣iifiin	leet	leetaat
kabiir	kabiiriin	sana	siniin/sanawaat
ḥijra	ḥijar	ṣadiiq	'aṣdiqa
maṭaar	maṭaaraat		

Drill 8 Repetition

1. haaδa muhandis. haδeel muhandisiin.
2. haaδa mu^{c}allim. haδeel mu^{c}allimiin.
3. haaδa muwaδ̣δ̣af. haδeel muwaδ̣δ̣afiin.
4. haaδa waṣex. haδeel waṣexiin.
5. haaδa jamiil. haδeel jamiiliin.
6. haaδa qadiim. haδeel qadiimiin.
7. haaδa δ̣a^{c}iif. haδeel δ̣a^{c}iifiin.
8. haaδa naδ̣iif. haδeel naδ̣iifiin.
9. haaδa kabiir. haδeel kabiiriin.
10. haaδa ṣaγiir. haδeel ṣaγiiriin.
11. haaδi madrasa. haδeel madaares.
12. haaδi dariiʃa. haδeel daraayeʃ.
13. haaδi janṭa. haδeel jinaṭ.
14. haaδi sana. haδeel siniin (sanawaat).
15. haaδi ḥijra. haδeel ḥijar.

Drill 9 Question - Answer

S_1 asks the question: ʃuu haδeel? 'What are these?'

S_2 answers: haδeel_________. 'These are_________.'

Change groups at midpoint.

1. muhandis
2. mu^{c}allim
3. muwaδ̣δ̣af
4. madrasa
5. dariiʃa
6. janṭa
7. sana
8. ḥijra
9. walad
10. beet
11. 'uteel
12. baab
13. jaami^{c}a
14. mu^{c}allima
15. daxtoora
16. wilaaya
17. madrasa
18. ṣadiiqa
19. maṭaar
20. leet
21. ṣadiiq
22. beet
23. madrasa
24. walad
25. dariiʃa
26. janṭa
27. sana
28. ḥijra
29. 'uteel
30. mustaʃfa

Drill 10 Transformation

Change to the plural:

1. haaδa walad ṣaγiir.
2. haaδa baab naδ̣iif.
3. haaδi ḥijra waṣexa.
4. haaδi daxtoora zeena.
5. haaδa muhandis qadiim.
6. haaδa muwaδ̣δ̣af kabiir.
7. haaδi mu^{c}allima jamiila.
8. haaδi muhandisa ṣaγiira.
9. haaδa walad zeen.
10. haaδi mudiira δ̣a^{c}iifa.
11. haaδa mustaʃfa kabiir.
12. haaδi zawja jamiila.
13. haaδi sana ṣa^{c}ba.
14. haaδa muwaδ̣δ̣af δ̣a^{c}iif.
15. haaδa raxiiṣ.
16. haaδi raxiiṣa.

Drill 11 Transformation

Change to the plural:

1. haaδa l-walad ṣaγiir.
2. haaδa l-baab naδ̣iif.

3. haaδi l-ḥijra waṣexa.
4. haaδi d-daxtoora zeena.
5. haaδa l-muhandis qadiim.
6. haaδa l-muwaδ̣δ̣af kabiir.
7. haaδi l-mu^{c}allima jamiila.
8. haaδi l-muhandisa ṣaγiira.
9. haaδa l-walad zeen.
10. haaδi l-mudiira δ̣a^{c}iifa.
11. haaδa l-mustaʃfa kabiir.
12. haaδi z-zawja jamiila.
13. haaδi s-sana sa^{c}ba.
14. haaδi l-muwaδ̣δ̣afa δ̣a^{c}iifa.
15. haaδi l-mu^{c}allima sa^{c}iida.

Drill 12 Transformation

T: ruuḥ halḥiin. 'Go now.'

S: maa laazem 'aruuḥ halḥiin! 'aruuḥ ba^{c}deen.

'I don't have to go now. I go later.'

1. ruuḥ 'ila l-wazaara.
2. 'iʃrab gahwa halḥiin.
3. takallam ^{c}arabi halḥiin.
4. 'aazen lii xams kyaasaat.
5. ʃuuf il-filem bukra.
6. ʃuufii il-waziir il-yoom.
7. ta^{c}aal ma^{c}ii 'ila s-suug.
8. 'idfa^c xamsa doolar halḥiin.
9. 'idfa^c il-fuluus bukra.
10. tfaδ̣δ̣al iʃrab tʃaay.

11. 'istrariiḥ fi l-'uteel.
12. saa^{c}ed bintak halḥiin.
13. 'imʃii ma^{c}ii 'ila s-sinama.
14. 'iktibii 'ismitʃ bi l-^{c}arabi halḥiin.
15. ʃaγγel is-sayyaara ba^{c}d saa^{c}a.
16. 'a^{c}ṭii l-fuluus 'ila 'abuuk yoom il-jum^{c}a.
17. 'iṣḥab il-baab halḥiin.
18. fatteʃ ^{c}ala l-walad iṣ-ṣaγiir halḥiin.
19. banned id-dariiʃa ba^{c}d nuṣṣ saa^{c}a.
20. guul haaδa l-kalaam marra θaanya.
21. naam fi l-mustaʃfa halḥiin.
22. 'ikil haaδa l-laḥam.
23. 'ixiδ haaδa l-qalam.
24. 'iskin ma^{c}axuuk halḥiin.
25. saaferii 'ila ʃ-ʃarq il-'awsaṭ halḥiin.

Drill 13 Question - Answer

T: kam ^{c}umrak? 13 years. 'How old are you? 13 years.'
S: ^{c}umrii θalaṭṭa^{c}ʃar sana.

1. 14 years
2. 15 years
3. 16 years
4. 17 years
5. 18 years
6. 19 years
7. 20 years
8. 11 years
9. 12 years
10. 10 years
11. 7 years
12. 30 years
13. 50 years
14. 100 years
15. 25 years
16. 76 years
17. 85 years
18. 14 years

Drill 14 Variable Substitution

Base sentence: 'inta tisaafer 'ila l-qaaḥira bukra.

1. huwa
2. ba^{c}d saa^{c}a
9. statement
10. negative
17. question
18. 'ana

3. question
4. hum
5. bayruut
6. halḥiin
7. ba^{c}deen
8. 'intin
11. ḥinna
12. 'al-'urdun
13. 'inti
14. statement
15. 'intum
16. hin
19. huwa
20. 'intum
21. suurya
22. 'al-^{c}iraaq
23. statement
24. 'intin

Drill 15 Variable Substitution

Base sentence: 'ana 'aḥibb il-gahwa. 'I like coffee.'

1. 'inta
2. question
3. 'il-bint
4. 'il-bint il-jamiila
5. 'il-mara
6. 'il-mara l-kabiira
7. 'intum
8. statement
9. 'it-tʃaay
10. 'inti
11. 'intin
12. 'ir-rajil
13. 'ir-rajil iṭ-ṭawiil
14. 'il-muhandis
15. hum
16. 'il-biira
17. 'it-tuffaaḥ
18. hiya
19. 'abuuha
20. huwa
21. hum
22. hin

Drill 16 Aural comprehension

a) Listen to the following passage and then say whether the statements are true or false. If the statement is true, say ṣaḥiiḥ 'true'; if it is wrong, say muʃ ṣaḥiiḥ 'not true' and then correct it by giving the correct answer.

wilyam ṣadiiqii. wilyam ^{c}umrah waaḥed wa θalaaθiin sana. huwa yaruuḥ 'ila 'abu δ̣abi ba^{c}d θalaṭṭa^{c}ʃar yoom. huwa raayeḥ yiʃtaɣel ma^{c} ʃarikat batrool hunaak. raayeḥ yisaafer bi

ṭ-ṭayyaara. 'abu δ̣abi baᶜiida kaθiir ᶜan tuuṣaan. hiya baᶜiida ḥawaali θamanṭaᶜʃar saaᶜa bi ṭ-ṭayyaara: min hini 'ila landan θamaan saaᶜaat wa min landan 'ila bayruut kamaan ḥawaali θamaan saaᶜaat. min bayruut 'ila 'abu δ̣abi ḥawaali saaᶜateen bas. wilyam yitkallam ᶜarabi zeen. huwa raayeḥ yiʃtaγel fii 'abu δ̣abi sanateen inʃaalla wa baᶜdeen mumkin yirjaᶜ 'ila tuuṣaan.

True and False Statements

1. 'ism sadiqii wilyam.
2. ᶜumr wilyam waaḥed wa ᶜiʃriin sana.
3. wilyam yajii 'ila tuuṣaan baᶜd θalaṭṭaᶜʃar yoom.
4. wilyam raayeḥ yaruuḥ 'ila landan li'an huwa yariid yiʃtaγel hunaak.
5. wilyam raayeḥ yiʃtaγel maᶜ ʃarika fii bayruut.
6. wilyam raayeḥ yisaafer bi ṭ-ṭayyaara.
7. 'abu δ̣abi baᶜiida ᶜan bayruut ḥawaali xamasṭaᶜʃar saaᶜa.
8. landan baᶜiida ᶜan bayruut ḥawaali θamaan saaᶜaat bi ṭ-ṭayyaara.
9. 'abu ̣abi baᶜiida ᶜan bayruut ḥawaali saaᶜateen bi s-sayyaara.
10. wilyam raayeḥ yitkallam ᶜarabi zeen.
11. wilyam yirjaᶜ min 'abu δ̣abi baᶜd sanateen.

b) Ask questions to which the following are the answers:

1. wilyam
2. waaḥed wa θalaaθiin sana.
3. baᶜd θalaṭṭaᶜʃar yoom.
4. raayeḥ yiʃtaγel.
5. maᶜ ʃarikat batrool.
6. bi ṭ-ṭayyaara.
7. θamanṭaᶜʃar saaᶜa bi ṭ-ṭayyaara.
8. θamaan saaᶜaat.
9. saaᶜateen bas.
10. zeen.
11. sanateen.
12. mumkin yirjaᶜ 'ila tuuṣaan.

Drill 17 Reproduction

Reproduce the passage in Drill 16 with the help of the following key words:

wilyam - ṣadiiq. ᶜumr - sana. yaruuḥ - yoom. yiʃtaγel - ʃarika. bi ṭ-ṭayyaara - 'abu δ̣abi - tuuṣaan. ḥawaali - ᶜiʃriin saaᶜa. landan - 8 saaᶜaat. bayruut - kamaan. 'abu δ̣abi - 2 hours - bas. ᶜarabi zeen. yiʃtaγel - 2 years. yirjaᶜ - 'inʃaalla.

UNIT 14

I. DIALOG

'al-luɣa l-ᶜarabiyya

'ibraahiim: marḥaba!

ḥanna: marḥabateen.

'ibraahiim: ween 'inta raayeḥ?

ḥanna: 'ana raayeḥ 'ila 'abu δ̣abi.

'ibraahiim: ween mawjuuda 'abu δ̣abi?

ḥanna: 'abu δ̣abi 'imaara ᶜala l-xaliij il-ᶜarabi.

'ibraahiim: ʃuu raayeḥ tiᶜmal hunaak?

ḥanna: raayeḥ 'aʃtaɣel maᶜ il-ḥukuuma.

'ibraahiim: fii 'ayya wazaara?

ḥanna: fii wazaarat il-batrool.

'ibraahiim: hal 'abu δ̣abi baᶜiida kaθiir ᶜan qaṭar?

ḥanna: laa. 'abu δ̣abi qaariiba min qaṭar. saaᶜa w rubᶜ
b iṭ-ṭayyaara bas.

'ibraahiim: mata tirjaᶜ min hunaak?

ḥanna: 'arjaᶜ lamma 'axalleṣ ʃuɣlii, 'inʃalla.

'ibraahiim: 'inta taᶜref titkallam ᶜarabi zeen, muʃ saḥiiḥ?

ḥanna: haaδi muʃkila ṣaᶜba. raayeḥ 'aʃtaɣel maᶜ
muwaδ̣δ̣afiin ᶜarab kull il-waqt, walaaken maa
'atkallam ᶜarabi zeen. 'ana halḥiin 'adrus ᶜarabi.
il-ᶜarabi luɣa ṣaᶜba, muʃ ṣaḥiiḥ?

'ibraahiim: laa yaa ʃeex. muʃ ṣaᶜba kaθiir.

II. TRANSLATION

The Arabic Language

Ibrahim: Hi!

John: Hi. (two hi's)

Ibrahim: Where are you going?

John: I am going to Abu Dhabi.

Ibrahim: Where is Abu Dhabi situated? (Where is Abu Dhabi?)

John: Abu Dhabi is a Sheikhdom on the Arabian Gulf.

Ibrahim: What are you going to do there?

John: I am going to work for the government.

Ibrahim: In which ministry?

John: In the Ministry of Petroleum.

Ibrahim: Is Abu Dhabi far away from Qatar?

John: No, Abu Dhabi is near Qatar. It is only one hour and a quarter by plane.

Ibrahim: When do you come back from there?

John: I will come back when (as soon as) I finish my work.

Ibrahim: You know how to speak Arabic well, don't you?

John: This is a difficult problem. I am going to be working with Arab employees all the time, but I don't speak Arabic well. I am now studying Arabic. Arabic is a difficult language, isn't it?

Ibrahim: No, it's not very difficult.

III. VOCABULARY

'imaara	emirate, sheikhdom (f.)
'al-xaliij il-^{c}arabi	the Arabian Gulf (m.)
ti^{c}mal	you (m.s.) make; you do
tirja^{c}	you (m.s.) come back
lamma, mata	when, as soon as
'axalleṣ	I finish, complete
ta^{c}ref	you (m.s.) know
muʃkila	problem (f.)
waqt	time (m.)
'adrus	I study
luγa	language (f.)

IV ADDITIONAL VOCABULARY

ʃiil	(imp.) lift, raise
nazzel	(imp.) lower down
ḥuṭṭ	(imp.) put, place
binaaya	building (f.)
qariib (min)	close (to), next (to)
ṭahraan	Teheran (f.)
dimaʃq	Damascus (f.)
tuunis	Tunisia (f.)
liibya	Libya (f.)
maṣer	Egypt (f.)
'al-marreb	Morocco (f.)
'al-jazaa'ir	Algeria

V. GRAMMAR

1. The phrase muʃ ṣaḥiiḥ? (lit. 'Isn't it true?') is added to a statement in ADA to signal a tail-question:

huwa hini, muʃ ṣaḥiiḥ? 'He is here, isn't he?'

This phrase is invariable regardless of whether the statement is positive or negative, singular or plural:

huwa muʃ hini, muʃ ṣaḥiiḥ? 'He's not here, is he?'

hum muʃ hini, muʃ ṣaḥiiḥ? 'They aren't here, are they?'

hiya taruuḥ kull yoom 'ila l-madras, muʃ ṣaḥiiḥ?
'She goes to school every day, doesn't she?'

2. mata 'when?' can also be used as a conjunction. lamma 'when' is used only as a conjunction. As conjunctions mata and lamma are used interchangeably in Abu Dhabi Arabic:

'ana 'arja^c mata 'axalleṣ ʃuγlii.
'ana 'arja^c lamma 'axalleṣ ʃuγlii.
'I will go back when I finish my work.'

3. The phrase laa yaa ʃeex! is used on two occasions in the speech of Abu Dhabians:

a. to express surprise and astonishment.

b. to express disapproval. In this sense you are telling the speaker that the statement he has made is not true. The speaker may or may not know that the statement is true.

VI. DRILLS

Drill 1 Transformation

Change to the dual:

1. hayaa
2. marḥaba
3. 'axuu
4. 'uxt
5. zawja
6. wazaara

7. ṣadiiq
8. jaamiᶜa
9. bint
10. 'umm
11. balad
12. sana
13. ṣaff
14. mara
15. 'axuu
16. musaaᶜed
17. xamsa
18. miya
19. ḥukuuma
20. maṭaar
21. ʃarika
22. 'uteel
23. janṭa
24. sayyaara
25. walad
26. maktab
27. ṭayyaara
28. baab
29. zawja
30. makiina

Drill 2 Transformation

'inta taᶜref titkallam ᶜarabi bas. 'You (m.s.) know how to speak Arabic only.'

1. huwa
2. hiya
3. 'ana
4. ḥinna
5. hum
6. 'intum
7. 'inta
8. 'inti
9. 'intin
10. hiya
11. 'inta
12. niḥna
13. hin
14. hum
15. 'inti
16. 'intum
17. 'ana
18. huwa
19. hiya
20. hum
21. 'intum

Drill 3 Transformation

Change the underlined words according to the pronoun given:

mata yixalleṣ ʃuɣlah? 'When does he finish his work?'

1. huwa
2. 'ana
3. hiya
4. ḥinna
5. 'inta
6. 'intum
7. hum
8. hin
9. 'intum
10. 'inti
11. huwa
12. hum
13. 'inti
14. 'intum
15. hiya
16. huwa
17. hum
18. hin
19. 'ana
20. 'intin
21. hum

Drill 4 Variable Substitution

Base sentence: 'ana 'a^{c}ref haaδi l-muʃkila.

'I know this problem.'

1. huwa
2. question
3. 'al-mara
4. 'al-luγa
5. 'al-'imaara
6. hum
7. 'al-walad
8. 'intin
9. statement
10. negative
11. 'aʃ-ʃarika
12. 'al-wazaara
13. 'al-balad
14. 'al-kalaam
15. statement
16. 'ana
17. 'inta
18. negative
19. huwa
20. hin
21. 'inti
22. 'intum
23. ḥinna
24. 'al-muʃkila
25. 'al-maṭaar
26. 'al-mara
27. 'ar-rajil
28. wazaara
29. statement
30. question

Drill 5 Addition

Add tail questions to the following sentences:

Example: T: hin yaruuḥin hunaak. 'They (f.p.) go there.'

S: hin yaruuḥin hunaak, muʃ ṣaḥiiḥ?

'They go there, don't they?'

1. huwa raayeḥ 'ila bayruut il-yoom, ?
2. haδaak maṭaar kabiir, ?
3. haδiitʃ bint jamiila, ?
4. ḥinna nirja^{c} min al-qaahira ba^{c}d iδ̣-δ̣uhr, ?
5. 'inta tixalleṣ ʃuγlak il-masa, ?
6. bayruut muʃ ba^{c}iida ^{c}an ^{c}amman, ?
7. 'il-maktab qariib min il-wazaara, ?
8. 'il-'ingliizi luγa ṣa^{c}ba, ?

9. 'il-ᶜarabi luγa ṣaᶜba, ?

10. ḥinna raayeḥiin niʃtaγel hunaak, ?

11. 'inta maa taakil fi l-maṭᶜam, ?

12. hum yinaamuun fi l-'uteel, ?

13. haδaak muwaδ̣δ̣af jadiid, ?

14. hum maa yiʃtaγeluun maᶜ il-ḥukuuma, ?

15. hiya tadrus ᶜarabi, ?

16. hin yiḥibbin yaruuḥin hunaak, ?

17. 'intin laazem takuunin maᶜ ir-ra'iis, ?

Drill 6 Completion

Complete the following sentences using lamma or mata 'when':

1. 'aruuḥ 'ila 'abu δ̣abi mata ....

2. 'arjaᶜ min bayruut lamma ....

3. aᶜref 'atkallam ᶜarabi zeen lamma ....

4. yixalliṣuun ʃuγlahum lamma ....

5. yadrusuun ᶜarabi lamma ....

6. hiya tisaafer 'ila 'abu δ̣abi mata ....

7. ḥinna naruuḥ 'ila s-suug lamma ....

8. niḥna niktib 'ismana b il-ᶜarabi lamma ...

9. hum yistaᶜmiluun sayyaarat il-maktab lamma

10. 'ana 'abanned il-baab lamma ....

11. hin yinaamin fi l-'uteel lamma ....

12. 'intin taakilin fi l-maṭᶜam lamma ....

Drill 7 Transformation

Change to the plural:

1. 'ana 'aʃuuf il-muhandis kull yoom.

2. huwa yiʃtaγel maᶜ il-muᶜallim.

3. 'inti tadrusiin fi l-madrasa.
4. 'ana 'abanned il-baab.
5. haaδa muwaδ̣δ̣af il-ḥukuuma.
6. haaδi sana ṭawiila.
7. haaδa walad naδ̣iif.
8. haaδi muᶜallima qaṣiira.
9. haaδi ḥijra waṣexa.
10. haaδa walad ṣaγiir.
11. maa laazem 'aruuḥ halḥiin. 'aruuḥ baᶜdeen.
12. huwa yaʃuuf il-filem bukra.
13. huwa yaskin maᶜ 'axuuh baᶜd xamsṭaᶜʃar yoom.
14. 'ana 'aftaḥ id-dariiʃa.
15. haaδa mustaʃfa.
16. hiya mumkin tisaafer baᶜd ḥawaali θalaṭṭaᶜʃar yoom.

Drill 8 Aural Comprehension

The following passage will be read twice. Listen carefully, and then give complete answers to the questions below.

ṣadiiqii 'ismah ḥasan. ᶜumrah θalaaθa w ᶜiʃriin sana. huwa halḥiin fi 'abu δ̣abi. huwa yajii min hunaak 'ila 'amriika baᶜd tisaᶜṭaᶜʃar yoom. raayeḥ yajii bi ṭ-ṭayyaara min 'abu δ̣abi. 'abu δ̣abi baᶜiida kaθiir ᶜan 'amriika. 'abu δ̣abi baᶜiida ᶜan 'amriika ḥawaali ᶜiʃriin saaᶜa bi ṭ-ṭayyaara: min 'abu δ̣abi 'ila bayruut ḥawaali 'arbaᶜ saaᶜaat, wa min bayruut 'ila landan ḥawaali θamaan saaᶜaat, wa min landan 'ila 'amriika ḥawaali θamaan saaᶜaat kamaan. min 'abu δ̣abi 'ila bayruut ḥasan raayeḥ yisaafer ᶜala ṭayyaarat iʃ-ʃarq il-'awsaṭ, wa min bayruut 'ila landan ᶜala ṭayyaara 'amrikaaniyya, wa min landan 'ila 'amriika ᶜala ṭayyaara 'amrikaaniyya kamaan. ḥasan raayeḥ yadrus ziraaᶜa fii jaamiᶜat 'arizoona fii tuuṣaan. huwa raayeḥ yiḥibb tuuṣaan kaθiir li'an iṭ-ṭaqs fiiha ḥaarr wa ḥaaf fi ṣ-ṣeef wa zeen wa muʃ baared kaθiir fi ʃ-ʃita.

1. hal ᶜindii ṣadiiq? ʃuu 'ismah?
2. kam ᶜumr ṣadiiqii ḥasan?
3. ween ḥasan halḥiin?
4. ween ḥasan raayeḥ yajii 'ila 'amriika?
5. keef ḥasan raayeḥ yajii 'ila 'amriika?
6. hal 'abu δ̣abi baᶜiida kaθiir ᶜan 'amriika?
7. kam saaᶜa bi ṭ-ṭayyaara min 'abu δ̣abi 'ila 'amriika?
8. kam saaᶜa min 'abu δ̣abi 'ila bayruut?
9. kam saaᶜa min 'abu δ̣abi 'ila landan?
10. kam saaᶜa min landan 'ila 'amriika?
11. ᶜala 'ayya ṭayyaara ḥasan raayeḥ yisaafer 'ila bayruut?
12. hal ḥasan raayeḥ yisaafer min landan 'ila 'amriika ᶜala ṭayyaarat iʃ-ʃarq il-'awsaṭ?
13. ʃuu ḥasan raayeḥ yadrus? ween?
14. leeʃ ḥasan yiḥibb tuuṣaan kaθiir?
15. keef iṭ-ṭaqs fii tuuṣaan fi ṣ-ṣeef?
16. hal iṭ-ṭaqs fii tuuṣaan fi ʃ-ʃita baared kaθiir?

Drill 9 Reproduction

Reproduce orally the passage you've just listened to in Drill 8 with the help of the following key words:

Hasan - ṣadiiq. 22 years. abu δ̣abi - halḥiin yajii - baᶜd 18 yoom. biṭ-ṭayyaara. 'abu δ̣abi baᶜiida kaθiir ᶜan. arbaᶜ saaᶜaat. θamaan saaᶜaat. iʃ-ʃarq il-awṣaṭ. 'amrikaaniyya. yidrus ziraaᶜa - tuusaan. raayeḥ yiḥibb - iṭ-ṭaqs.

Drill 10 Double Substitution

a. tuuṣaan qariiba min fiinix. 'Tucson is close to Phoenix.'

labnaan	suurya
'al-'urdun	suurya
'abu δ̣abi	dubayy
'al-maktab	'al-jaami^{c}a
'al-maṭaar	'al-balad
'al-beet	'al-madrasa
'al-mustaʃfa	'al-jaami^{c}a
'al-'uteel	'as-suug
'al-^{c}iraaq	'iiraan

b. baγdaad ba^{c}iida ^{c}an il-qaahira. 'Baghdad is far away from (f.) Cairo.'

bayruut	'al-qaahira
^{c}ammaan	ṭahraan
dimaʃq	tuunis
liibya	maṣer
'al-maktab	'al-mustaʃfa
'al-maṭaar	'al-balad
'al-madrasa	'al-beet
'al-mustaʃfa	'al-jaami^{c}a
baγdaad	'al-quds
'al-maγreb	'al-jazaa'ir

Drill 11 Chain

Group A repeats the command; Group B makes the response. Change groups at midpoint.

Example: T: ʃiil il-baab. 'Lift (raise) the door.'

S: maa 'agdar 'aʃiil il-baab. 'I can't lift the door.'

1. ʃiil il-baab.

2. ʃiil iṭ-ṭamaat.
3. nazzel il-kursii.
4. ruuḥ 'ila l-binaaya.
5. ḥuṭṭ il-kitaab ^{c}ala t-teebel.
6. 'i^{c}mal ʃuγlak.
7. 'irja^{c} 'ila l-binaaya.
8. 'irja^{c} 'ila maktab il-bariid.
9. 'udrus ^{c}arabi.
10. 'udrus 'ingliizi.
11. 'udrus ziraa^{c}a.
12. 'udrus haaδi l-luγa.
13. xalleṣ ʃuγlak.
14. saafer 'ila baγdaad.
15. 'imʃii 'ila s-suug.
16. 'iktib 'ismak bi l-^{c}arabi.
17. banned il-makiina.
18. ʃiil il-janṭa.
19. xalleṣ haaδa ʃ-ʃuγul.
20. 'i^{c}ref il-muʃkila.
21. 'iʃtaγelii ma^{c} haaδi ʃ-ʃarika.
22. 'i^{c}malii ʃuγlitʃ bukra.
23. ruuḥii 'ila wazaarat il-ma^{c}aaref ba^{c}deen.
24. ʃufii waziir il-maaliyya ba^{c}d bukra.

Drill 12 Completion

Complete this question when the teacher gives the words:

hal tigdar ....?

Use substitutions from Drill 11 above.

Drill 13 Repetition

Negative commands:

1. laa taʃiil il-baab.
2. laa taʃiil iṭ-ṭamaat.
3. laa tinazzel il-kursii.
4. laa taruuḥ 'ila l-binaaya.
5. laa taḥuṭṭ il-kitaab ᶜala t-teebel.
6. laa tiᶜmal haaδa l-ᶜamal.
7. laa tirjaᶜ 'ila l-wazaara.
8. laa tirjaᶜ 'ila maktab il-bariid.
9. laa tadrus 'ingliizi.
10. laa tiʃtaγel fi l-leel.
11. laa tifatteʃ ᶜala 'axuuya li'an huwa ᶜind ir-ra'iis.
12. laa taᶜṭii sayyaaratitʃ 'ilhin.
13. laa taskinii fii haaδa l-beet.

Drill 14 Transformation

When you hear the command, change it to the negative.

Example: ruuḥ hunaak. 'Go there.'

laa taruuḥ hunaak. 'Don't go there.'

1. ʃiil il-makiina.
2. ʃiil iṭ-ṭamaat.
3. nazzel il-kursii.
4. ruuḥ 'ila l-binaaya.
5. ḥuṭṭ il-qalam ᶜala t-teebel.
6. iᶜmal gahwa halḥiin.
7. 'irjaᶜ 'ila l-wazaara.
8. taᶜaal maᶜii 'ila l-binaaya.
9. 'irjaᶜ 'ila maktab il-bariid.
10. 'udrus 'ingliizi.
11. 'iʃtaγel fi l-leel.
12. xalleṣ haaδa ʃ-ʃuγul.
13. ʃiil il-janṭa.
14. saafer il-yoom baᶜd iδ̣-δ̣uhr.
15. 'udrus ᶜarabi kull yoom.
16. ʃaγγelii s-sayyaara.
17. 'istaᶜmelii l-makiina.
18. guulii "maa ᶜindii."
19. guulii "keef iṣ-ṣiḥḥa."
20. 'iktibii "mumkin 'aruuḥ?"

Drill 15

a. Use the words you hear to complete this sentence:

hal yigdar ....? 'Can he ....?'

1. yiʃiil il-makiina.
2. yinazzel il-kursii.
3. yaḥuṭṭ il-kitaab ^{c}ala t-teebel.
4. yi^{c}mal gahwa halḥiin.
5. yirja^c 'ila l-binaaya.
6. yirja^c 'ila l-wazaara.
7. yidrus ^{c}arabi.
8. yinazzel il-kursii.
9. yiʃtaɣel fi l-leel.
10. yixalleṣ ʃuɣlah.
11. yisaafer 'ila baɣdaad.
12. yiktib 'ismah bi l-^{c}arabi.

b. Use the words you hear to complete this sentence:

hal tigdar ....? 'Can she (you, m.s.)..........?'

1. tidrus 'is-banyooli.
2. tidrus haaδi l-luɣa.
3. tiʃiil il-baab.
4. ta^{c}ref 'ism ir-ra'iis.
5. tixalleṣ ʃuɣlak.
6. taʃiil il-janṭa.
7. tinazzel il-kursi.
8. taḥuṭṭ il-kursi fi ṣ-ṣaff.
9. ti^{c}mal tʃaay halḥiin.
10. tajii bukra 'ila l-jaami^{c}a.

Drill 16 Question - Answer

When you hear the question, answer: laa. maa yigdaruun...

'No, they can't ...'

Example: hal yigdaruun yaruḥuun hunaak? 'Can they (m.p.) go there?'

laa. maa yigdaruun yaruuḥuun hunaak. 'No, they can't go there.'

1. hal yigdaruun yaʃiluun il-janṭa?
2. hal yigdaruun yinazzeluun il-makiina?
3. hal yigdaruun yaḥuṭṭuun is-sayyaara fi l-garaaj?
4. hal yigdaruun yi^{c}maluun ʃuɣlahum fii nuṣṣ saa^{c}a?
5. hal yigdaruun yirja^{c}uun 'ila jaami^{c}at 'arizoona?

6. hal yigdaruun yadrusuun ^{c}arabi kull yoom?

7. hal yigdaruun yixalleṣuun iʃ-ʃuɣul il-yoom?

8. hal yigdaruun yisaafiruun halḥiin?

9. hal yigdaruun yaḥuṭṭuun is-sayyaara hunaak?

10. hal yigdaruun yi^{c}maluun gahwa bukra?

11. hal yigdaruun yisaa^{c}iduun zawijtii?

12. hal yigdaruun yakuunuun hini 'is-saa^{c}a θinteen?

13. hal yigdaruun yamʃuun 'ila wazaarat il-ma^{c}aaref?

14. hal yigdaruun yaʃuufuun il-musaa^{c}ed bukra?

Drill 17 Completion

a. Complete the following statements when you hear the words: 'ana laazem .... 'I have to, must, should ....'

1. 'aʃiil il-baab.

2. 'anazzel il-makiina.

3. 'aḥuṭṭ sayyaaratii fi l-garaaj.

4. 'a^{c}mal gahwa ṣ-ṣubḥ.

5. 'axalleṣ ʃuɣlii gabil is-saa^{c}a ^{c}aʃara.

6. 'adrus ^{c}arabi kull yoom.

7. 'asaafer 'ila l-gaahira bukra l-masa.

8. 'a^{c}ref 'ism haδaak ir-rajil.

9. 'aktib 'ismaha bi l-^{c}arabi.

10. 'arja^{c} 'ila l-madrasa ba^{c}deen.

11. 'aruuḥ 'ila makṭab il-bariid.

12. 'asaa^{c}ed ir-ra'iis.

b. When you hear the command, answer according to the example:

Example: T: banned il-baab. 'Shut the door.'

S: ḥinna maa laazem nibanned il-baab.

'We don't have to shut the door.'

1. ʃiil il-makiina.
2. nazzel il-kursii.
3. ḥuṭṭ ir-radyoo fi l-beet.
4. 'i^{c}mal haaδa ʃ-ʃuγul.
5. xalleṣ ʃuγlak ba^{c}d saa^{c}a w rub^{c}.
6. xalleṣ ʃuγlak wa ta^{c}aal ^{c}indii.
7. 'i^{c}ref 'ism haδaak ir-ra'iis.
8. 'iktib 'ismak bi l-^{c}arabi.
9. 'irja^{c} 'ila wazaarat il-ma^{c}aaref.
10. ta^{c}aal ma^{c}ii 'ila wazaarat il-maaliyya.
11. 'iftaḥ id-daraayeʃ.
12. bannedii l-biibaan.

Drill 18 Translation

1. I have to finish my work, because it's five o'clock now.
2. They have to put a new battery in the old car.
3. He should write his name in Arabic.
4. We should go back to the Ministry of Health because our work is there.
5. She has to come with me, because she doesn't know the president.
6. You (m.s.) should go because the weather is fine in the winter.
7. You (f.s.) don't have to work because today is Sunday.
8. You (m.p.) should put the chair in the office because the minister is coming.
9. He should go to al-'Ein now because there is a lot of work there in the summer.

10. I have to sleep in this cool room because the weather is hot now.

11. You (f.p.) have to live here for sixteen days.

12. They (f.p.) should take these boys to school.

13. The hospitals and the schools in this town belong to the government.

UNIT 15

REVIEW

Drill 1 Review

You will hear a question and then a word. Answer the question in the negative, and then give another answer using the word.

Example: hal fii ṣaff yoom il-'iθneen? 'al-xamiis
'Is there a class on Monday? 'Thursday'
laa. maa fii ṣaff yoom il-iθneen. fii ṣaff yoom il-xamiis.
'No, there isn't a class on Monday. There is a class on Thursday.'

1.	hal fii ṣaff yoom is-sabt?	'il-arba^{c}a
2.	hal fii gahwa 'is-saa^{c}a sab^{c}a?	'is-saa^{c}a ^{c}aʃara
3.	hal fii ʃuγul il-yoom?	bukra
4.	hal fii daxtoor fi l-madrasa?	fi l-mustaʃfa
5.	hal fii mayy hini?	hunaak
6.	hal fii burtaqaal fi l-maṭ^{c}am?	fi s-suug
7.	hal fii ^{c}amal il-yoom iṣ-ṣubḥ?	bukra ṣ-ṣubḥ
8.	hal fii ṣaff yoom il-'aḥad?	'il-jum^{c}a
9.	hal fii ṣaff yoom iθ-θalaaθa?	'is-sabt
10.	hal fii ṣaff ^{c}arabi l-yoom?	'ingliizi
11.	hal fii kursii fii haaδi l-ḥijra?	teebel
12.	hal fii ṣaff ba^{c}d iδ̣-δ̣uhr?	fi l-leel
13.	hal fii maṭaar kabiir fii 'abu δ̣abi?	bayruut
14.	hal fii gahwa 'amrikaaniyya fi l-'uteel?	gahwa ^{c}arabiyya
15.	hal fii qalam ^{c}ala t-teebel?	daftar
16.	hal fii 'awlaad fi l-madrasa?	banaat

17. hal fii ḥaliib fi ʃ-ʃaay? ʃakar
18. hal fii dariiʃa fi l-ḥijra? baab
19. hal fii tuffaaḥ fi s-suug? fi l-beet
20. hal fii jibin fi l-beet? fi s-suug

New word: banaat '(pl. of bint) girls'

Drill 2 Review

1. hal 'inta muhandis?
2. hal 'inta mitzawwej?
3. kam walad ^{c}indak? kam walad wa kam bint?
4. hal il-'awlaad yaruuḥuun 'ila l-madrasa?
5. hal hum yaruuḥuun 'ila l-madrasa kull yoom?
6. min ween 'inta?
7. hal 'inta 'amrikaani 'aw ^{c}arabi?
8. min ween zawijtak?
9. hal hiya 'amrikaaniyya 'aw ^{c}arabiyya?
10. kam ^{c}umraha? kam ^{c}urak? kam ^{c}umr il-'awlaad? 'il-'awlaad kam ^{c}umrahum?
11. kam is-saa^{c}a halḥiin?
12. kam is-saa^{c}a tajii 'ila ʃ-ʃuγul kull yoom?
13. ʃuu ʃuγlak? ween tiʃtaγel?
14. ʃuu l-yoom? ʃuu bukra? hal il-yoom il-xamiis?
15. kam saa^{c}a tiʃtaγel fi l-yoom?
16. kam saa^{c}a tadrus ^{c}arabi kull yoom?
17. hal 'inta tadrus 'ingliizi?
18. kam iṭ-ṭamaaṭ il-yoom? hal haaδa γaali?
19. kam il-mooz il-yoom? hal haaδa raxiiṣ?
20. hal haaδa raxiiṣ?

21. 'inta ^{c}indak ʃuγul kaθiir il-yoom, muʃ ṣaḥiiḥ?

22. hal 'inta taḥibb ʃuγlak?

23. man ra'iisak? hal huwa ra'iis zeen?

24. keef taruuḥ 'ila ʃ-ʃuγul?

25. hal tamʃii 'ila ʃ-ʃuγul?

Drill 3 Review

Change to the negative:

1. 'ana min 'abu δ̣abi.

2. huwa yaaxiδ 'awlaadah kull yoom 'ila l-madrasa.

3. haaδi bint jamiila.

4. haδiitʃ ṭayyaara kabiira.

5. haaδi luγa ṣa^{c}ba.

6. haaδi binaayat wazaarat iz-ziraa^{c}a.

7. ḥuṭṭ il-kursii fi l-maktab.

8. hum yigdaruun yinaamuun fi ṣ-ṣaff.

9. 'ir-ra'iis jamal ^{c}abd in-naaṣer fi l-qaahira.

10. ḥinna ^{c}indana beet kabiir.

11. nazzel il-leet.

12. xalleṣ iʃ-ʃuγul.

13. 'i^{c}mal gahwa.

14. ʃuuf id-daxtoor.

15. ʃiil il-makiina.

16. 'ikilii laḥam wa ^{c}eeʃ kull yoom.

17. ruuḥii 'ila binaayat wazaarat il-ma^{c}aaref.

18. hin yadrusin ^{c}arabi saa^{c}ateen kull yoom.

19. 'intin taktibin ^{c}arabi wa 'ingliizi.

20. 'inta tigdar tista^{c}mel sayyaarati l-yoom.

Drill 4 Review

Change to the feminine:

1. 'ad-daxtoor kabiir.
2. haaδa ir-rajil ṭawiil.
3. haaδa walad qaṣiir.
4. maktab il-mudiir naδ̣iif.
5. maktab sikriteer il-waziir waṣex.
6. 'ar-rajil il-mariiδ̣ yaruuḥ kull yoom 'ila l-mustaʃfa.
7. haaδa d-daxtoor jadiid.
8. 'axuuk jamiil.
9. 'abuuha qawii.
10. mudiir il-madrasa qadiim.
11. 'al-muwaδ̣δ̣af iṣ-ṣaγiir muʃ hunaak.
12. 'inta sa^{c}iid ma^c ^{c}aayiltak?
13. kam ^{c}umrah?
14. kam ^{c}umrak?
15. 'il-mu^{c}allim il-jadiid ṭawiil.
16. hiya tinazzel il-kursii min is-sayyaara.
17. 'inti laazem taʃuufiin id-daxtoor kull ^{c}aʃar 'ayyaam.

Drill 5 Review

Ask questions to which the underlined words are the short answers:

1. ^{c}umri θalaaθiin sana.
2. hum yajuun kull yoom 'ila ʃ-ʃuγul bi s-sayyaara.
3. ḥinna najii 'ila ʃ-ʃuγul is-saa^{c}a sab^{c}a.
4. hum yadrusuun ^{c}arabi kull yoom.
5. hum yadrusuun ^{c}arabi kull yoom.

6. na^{c}am. il-burtaqaal raxiiṣ il-yoom.
7. 'abu δ̣abi ^{c}ala l-xaliij il-^{c}arabi.
8. laa. maktab iʃ-ʃarika muʃ fi l-^{c}een.
9. ḥayaatahum ṣa^{c}ba.
10. haaδi l-luγa muʃ ṣa^{c}ba.
11. ra'iis 'amriika huwa s-sayyid nikson.
12. 'ana 'ariid 'aakil fii haaδa l-maṭ^{c}am.
13. 'ism ra'iis jaami^{c}at 'arizoona huwa d-daxtoor harvil.
14. hum min wilaayat kalifoornya.
15. 'ana 'aʃ-taγel fi wazaarat iz-ziraa^{c}a.

Drill 6 Review

Change to the plural:

1. haaδa walad ṣaγiir.
2. haaδa 'uteel naδ̣iif.
3. 'ana 'a^{c}mal gahwa halḥiin.
4. huwa yisaa^{c}ed 'abuuh fi ʃ-ʃuγul.
5. 'inta tadrus ^{c}arabi kull yoom.
6. haaδa l-maṭaar naδ̣iif.
7. haaδi mu^{c}allima qadiima.
8. huwa raayeḥ 'ila l-mustaʃfa.
9. 'il-walad raayeḥ 'ila l-madrasa halḥiin.
10. haaδa l-walad ḥijratah waṣexa.
11. haaδa beet jamiil.
12. hal tigdar tiftaḥ il-baab?
13. huwa ma yigdar yiftaḥ id-dariiʃa.
14. laa taʃiil il-janṭa.
15. haaδa 'uteel.

16. hiya maa laazem tiᶜmal gahwa kull saaᶜa.

17. 'inti mumkin tirjaᶜiin lamma tixalleṣiin ʃuɣlitʃ.

18. hal taᶜref muʃkilat haδeel il-'awlaad.

Drill 7 Variable Substitution

Base sentence: ᶜindii mawᶜed yoom il-'iθneen.

'I have an appointment on Monday.'

1. one o'clock
2. in the morning
3. you (m.s.)
4. you (f.s.)
5. you (m.p.)
6. on Wednesday
7. question with mataa
8. question with maᶜ man
9. maᶜ il-waziir
10. negative
11. at night
12. on Saturday
13. in the afternoon
14. on Sunday
15. at quarter past five
16. at quarter to twelve
17. statement
18. today
19. tomorrow
20. ten to nine in the morning
21. half past seven in the evening
22. twenty-five to nine
23. five to ten
24. twenty past ten
25. we
26. he
27. she
28. they (f.p.)
29. you (f.p.)
30. they (m.p.)

Drill 8 Review

Variable Substitution

Base sentence: huwa yariid yitkallam maᶜ 'abuuh.

'He wants to talk to his father.'

1. 'ana
2. 'asaafer
13. naruuḥ
14. 'intum

3. huwa
4. yaakil
5. hiya
6. taskin
7. tiʃrab
8. 'intin
9. hin
10. hum
11. yistariiḥuun
12. ḥinna
15. tajuun
16. tiʃtaɣeluun
17. 'inti
18. taktubiin
19. 'inta
20. hin
21. 'intin
22. 'ana
23. hum
24. hiya

Drill 9 Review

Variable Substitution

Base Sentence: 'ana raayeḥ 'asaafer bukra.

'I am going to travel tomorrow.'

1. hin
2. yaakil
3. ba^{c}d saa^{c}a
4. fi l-maṭ^{c}am
5. hiya
6. niḥna
7. beet
8. naskin
9. hum
10. 'intum
11. huwa
12. il-jadiid
13. ba^{c}d ^{c}iʃriin yoom
14. tisaafiruun
15. 'ana
16. 'intin
17. 'ila 'abu δ̣abi
18. tirja^{c}iin min 'abu δ̣abi
19. hum
20. 'inta
21. 'intum
22. 'inti

Drill 10 Review

Combination

Example: haaδa walad.
al-walad kabiir. = haaδa l-walad kabiir.
'This is a boy.'
'The boy is big.' = 'This boy is old.'

1. haaδa qalam. 'al-qalam ɣaali.
2. haaδi bint. 'al-bint jamiila.
3. haδeel 'awlaad. 'al-'awlaad waṣexiin.
4. haδeel banaat. 'al-banaat jamiilaat.
5. haδeel muhandisiin. 'al-muhandisiin muwaδ̣δ̣afiin.
6. haaδa ṣaff. 'aṣ-ṣaff δ̣aruuri.
7. haaδi mara. 'al-mara mariiδ̣a.
8. haaδi ṭayyaara. 'aṭ-ṭayyaara jadiida.
9. haδeel makiinaat. 'al-makiinaat qadiimaat.
10. haδeel biibaan. 'al-biibaan naδ̣iifiin.
11. haaδi bint. 'al-bint mariiδ̣a.
12. haaδi janṭa. 'al-janṭa ɣaalya.
13. haδeel sayyaaraat. 'as-sayyaaraat qawiyyaat.
14. haδeel byuut. 'al-byuut qadiimaat.
15. haaδa kitaab. 'al-kitaab raxiiṣ.
16. haδeel mu^{c}allimaat. 'al-mu^{c}allimaat qasiiraat.
17. haaδi bald. 'al-balad ba^{c}iida ^{c}an maṣer.
18. haaδi ḥukuuma. 'al-ḥukuuma qawiyya.

Drill 11 Review

Example: S_1: haaδi 'awwal marra 'atkallam ^{c}arabi.
'This is the first time I speak Arabic.'
S_2: laa. haaδi muʃ 'awwal marra yitkallam ^{c}arabi.
'No, this is not the first time he speaks Arabic.

haaδi θaani marra yitkallam ^{c}arabi.

'This is the second time he speaks Arabic.'

This is a chain drill. Go round the class. Change roles at mid-point.

Drill 12 Review

Translation:

1. I have been here for ten days only.
2. I liked the country because the weather there is cool and nice.
3. The weather today isn't hot and humid.
4. The weather in Tucson in the summer is hot but dry.
5. Did you like the coffee?
6. Every employee goes to work at eight in the morning.
7. I have to go because I want to eat.
8. Everyone is happy in his life.
9. Take me to the Phoenicia Hotel.
10. Give me all the money.
11. Tunisia is not very far away from Morocco.
12. My father and my brother are not at home.
13. The president's assistant and clerk work hard every day.
14. Can you (m.s.) say: "13, 14, 15 ... 19"?
15. I have a big problem. I don't know what I should do.

UNIT 16

I. BASIC TEXT

'al-'akil il-ᶜarabi

'ams 'ana ruḥt maᶜ 'aṣdiqaa'ii 'ila maṭᶜam iʃ-ʃeex. maṭᶜam iʃ-ʃeex mawjuud fii madiinat ditrayt fii wilaayat miʃigan. baᶜdma staraḥna ʃwayy baγeena naakil. 'ana kunt juuᶜaan kaθiir. baγeet 'aakil kabaab maᶜ ṣalaṭa waaḥed min 'aṣdiqaa'ii baγaa yaakil kibbi maᶜ ḥummoṣ wa baaba γannuuj. kaan il-'akil ṭayyeb kaθiir. baᶜd il-'akil 'akalna baqlaawa kamaan. baᶜd il-baqlaawa ʃribna gahwa ᶜarabiyya. baᶜdeen ruḥt maᶜ aṣdiqaa'ii 'ila s-sinama. ʃufna hunaak filem ᶜan il-ᶜarab 'ismah "loorans ov 'areebya". baᶜd il-filem 'ana gult li 'aṣdiqaa'ii fii maanillaah l'ian 'ana kunt taᶜbaan wa ridt 'aruuḥ 'anaam.

II. TRANSLATION

Arabic Food

Yesterday I went with my friends to the Sheikh Restaurant. The Sheikh Restaurant is in the city of Detroit in the State of Michigan. After we rested for a while, we wanted to eat. I was very hungry. I wanted to eat kabob and salad. One of my friends wanted to eat "kibbi" with "ḥummoṣ" and "baaba γannuj". The food was very delicious. After the food we ate baklava also. After the baklava we drank Arabic coffee. Later, I went with my friends to the cinema. We saw a movie about the Arabs. The name of the movie is "Lawrence of Arabia". After the movie, I said to my friends, "Good-bye," because I was tired and wanted to go to bed.

III. VOCABULARY

'ams	yesterday
ruḥt	I went
'aṣdiqaa'ii	my friends
madiina	city (f.)
ba^{c}dma	after (conj.)
'istaraḥna	we rested
baγeena	we wanted
kunt	I was
juu^{c}aan	hungry (m.)
baγeet	I wanted
kabaab	kabob (m.)
ṣalaṭa	salad (f.)
waaḥed min	one (m.) of
baγa	he wanted
ḥummoṣ	crushed chick peas (garbanzoes), used as an appetizer (m.)
baaba γannuj	baked eggplant mixed with sesame seed oil served as an appetizer (m.)
kaan	it (m.), he was
'akel	food (m.)
ṭayyed	delicious (m.)
'akalna	we ate
baqlaawa	baklava (f.)
ʃribna	we drank
ʃufna	we saw
^{c}an	about
'il-^{c}arab	the Arabs

gult	I said
ta^{c}baan	tired (m.)

IV. ADDITIONAL VOCABULARY

'ams iṣ-ṣubḥ	yesterday morning
'ams il-masa	yesterday evening
'ams iδ̣-δ̣uhr	yesterday at noon
'usbuu^{c}	weak (m.)
'al-'usbuu^{c} il-maaδ̣i	last week
ʃahar	month (m.)
'aʃ-ʃahr il-maaδ̣i	last month
'as-sana l-maaδ̣iya	last year
'al-'aḥad il-maaδ̣i	last Sunday
gabil sana	a year ago
gabilma	before (conj.)
sakan	he lived
daras	he studied
fataḥ	he opened
saḥab	he pulled; he withdrew (money)
katab	he wrote
^{c}araf	he knew
raja^{c}	he returned
^{c}amal	he made; he did

V. GRAMMAR

1. Verbs - Past Tense

a. Past tense verbs, as present tense verbs (see UNIT 5, VI,2), also consist of a stem and a subject-marker, which is always a suffix. The past tense verbs are conjugated with the following pronouns: huwa 'he', hiya 'she', 'inta 'you (m.s.)', 'inti 'you (f.s.)', 'ana 'I', and niḥna 'we'.

The verbs presented in this lesson belong to two groups. The first group are the verbs of regular conjugation. The chart below shows their conjugation:

Stem	Meaning	huwa	hiya	'inta	'inti	'ana	niḥna
'akal-	he ate	'akal	'akalat	'akalt	'akalti	'akalt	'akalna
sakan-	he lived	sakan	sakanat	sakant	sakanti	sakant	sakanna
fataḥ-	he opened	fataḥ	fataḥat	fataḥt	fataḥti	fataḥt	fataḥna
saḥab-	he pulled	saḥab	saḥabat	saḥabt	saḥabti	saḥabt	saḥabna
katab-	he wrote	katab	katabat	katabt	katabti	katabt	katabna
^{c}araf-	he knew	^{c}araf	^{c}arafat	^{c}araft	^{c}arafti	^{c}araft	^{c}arafna
raja^{c}-	he returned	raja^{c}	raja^{c}at	raja^{c}t	raja^{c}ti	raja^{c}t	raja^{c}na
^{c}amal-	he made	^{c}amal	^{c}amalat	^{c}amalt	^{c}amalti	^{c}amalt	^{c}amalna

Notice that each one of this group of verbs has three consonants. These consonants are called radicals. Each of the first and the second radicals are followed by the vowel -a-.

'inta 'you (m.s.)' and 'ana 'I' take the same form of the verb. The stem and the past tense form of the verb for huwa 'he' are the same. For this particular group of verbs, all that you have to learn is the past tense stem.

b. The second group of verbs is less stable as far as conjugation is concerned. The reason for this is the medial long vowel. Examples:

raaḥ	'he went'	kaan	'he was'
ʃaaf	'he saw'	gaal	'he said'

Because of the medial long vowel, these verbs are called hollow verbs. We will refer to them as the first group of hollow verbs.

Each one of the hollow verbs has two stems. Unfortunately you have to learn these two stems. The suffixes are the same for all past tense verbs. The following chart shows the conjugation of the first group of hollow verbs in this lesson:

Stem	Meaning	huwa	hiya	'inta	'inti	'ana	niḥna
raaḥ, ruḥ	past "to go"	raaḥ	raaḥat	ruḥt	ruḥti	ruḥt	ruḥna
kaan, kun	past "to be"	kaan	kaanat	kunt	kunti	kunt	kunna
ʃaaf, ʃuf	past "to see"	ʃaaf	ʃaalat	ʃuft	ʃufti	ʃuft	ʃufna
gaal, gul	past "to say"	gaal	gaalat	gult	gulti	gult	gulna

Notice that the third person singular masculine or feminine pronouns have the stem raaḥ 'he went' and the rest of the pronouns have the stem ruḥ-. This applies to all past tense verbs, excluding the first group.

c. raad 'he wanted, desired' belongs to the second group of hollow verbs. The two stems are: raad- and rid-. It is conjugated:

huwa	raad	'inti	ridti
hiya	raadat	'ana	ridt
'inta	ridt	niḥna	ridna

Past tense verbs indicate an action or an event that took place in the past, e.g. huwa raaḥ 'He went'. They are also used to indicate the present result of a past action. This roughly corresponds to the present perfect tense in English. Example:

'ana muʃ juu^{c}an halḥiin. 'ana 'akalt.

'I am not hungry now. I have eaten.'

d. Unfortunately 'istaraaḥ 'he rested' and baγaa 'he wanted, liked' belong to two different classes of verbs. The two stems of the first verb are: 'istaraaḥ- and 'istaraḥ- (long -aa- changes into short -a-. It is conjugated:

huwa	'istaraaḥ	'inti	'istaraḥti
hiya	'istaraaḥat	'ana	'istaraḥt
'inta	'istaraḥt	niḥna	'istaraḥna

baγaa 'he wanted, liked' is a problem. It is a weak verb because of the vowel ending -a.

huwa	baγaa	'inti	baγeeti
hiya	baγat	'ana	baγeet
'inta	baγeet	niḥna	baγeena

2. ba^{c}dma 'after' and gabilma 'before' are conjunctions. Unlike ba^{c}d 'after (prep.)' and gabil 'before (prep.)', they precede verbs. Examples:

ba^{c}dma 'istaraḥna baγeena naakil.

'After we rested, we wanted to eat.'

gabilma 'akalna 'istaraḥna ʃwayy.

'Before we ate, we rested for a while.'

*gabil 'akalna

*ba^{c}d 'istaraḥna

3. In the ADA verbal construction baγeena naakil 'We wanted to eat,' the past tense baγeena has the subject-marker -na (a suffix) and the present tense naakil has the subject-marker na- (a prefix). (See UNIT 6, VI, 2). Other examples are:

baγeet 'aruuḥ.	'I wanted to go.'
baγat taruuḥ.	'She wanted to go.'
baγeeti taakiliin.	'You (f.s.) wanted to eat.'
baγaa yiktib 'ismah.	'He wanted to write his name.'

4. waaḥed min is a sueful phrase. It means 'one of.' The feminine form is waaḥeda min. Examples:

waaḥed min 'aṣdiqaa'ii	'one of my friends (m.)'
waaḥeda min ṣadiiqaatii	'one of my friends (f.)'
waaḥed min il-mu^{c}allimiin	'one of the teachers (m.)'
waaḥeda min il-banaat	'one of the girls'

5. To change an equational sentence (See UNIT 1, VI, 1) into the past, we should use the past tense form of the verb to be, i.e., kaan- or kun-. Examples:

'il-'akel ṭayyeb.	'il-'akel kaan ṭayyeb.
'The food is delicious.'	'The food was delicious.'
'il-mudiir hini.	'il-mudiir kaan hini.
'The director is here.'	'The director was here.'

6. In the sentence samiir yaruuḥ 'ila l-madrasa. 'Samir goes to school,' the subject is samiir, a noun. This type of sentence is called a nominal sentence, in contrast with a verbal sentence--one that starts with a verb: yaruuḥ samiir 'ila l-madrasa 'Samir goes to school.' The use of either a nominal sentence or a verbal sentence is optional in ADA. This is true of any other

dialect of Arabic. In MSA verbal sentences have a higher frequency of occurrence than nominal sentences.

'il-'awlaad yaruuḥuun.	'The boys go.'
yaruuḥuun il-'awlaad.	
'il-bint tiktib.	'The girl writes.'
tiktib il-bint.	

7. In the ADA construction ʃufna film 'ismah..., 'ismah 'its name' has the suffixed possessive pronoun -ah 'its' referring to the previously mentioned noun filem 'film, movie'. The English translation of this construction is: 'We saw a movie (a film) whose name is...' or 'We saw a movie (a film) called...' Other examples:

^{c}indii ṣadiiq 'ismah...	'I have a friend whose name is...'
haaδi bint sayyaarataha jamiila.	'This is a girl whose car is beautiful.'

VI. DRILLS

Drill 1 Transformation

a. When you hear the sentence, change it to the past, use 'ams in place of bukra or kull yoom or halḥiin. Example:

T: 'ana 'aruuḥ 'ila ʃ-ʃuγul kull yoom.	'I go to work every day.'
S: 'ana ruḥt 'ila ʃ-ʃuγul 'ams.	'I went to work yesterday.'

1. 'ana 'askin fii 'abu δ̣abi halḥiin.
2. 'ana 'adrus ^{c}arabi saa^{c}ateen kull yoom.
3. 'ana 'aftaḥ il-baab ba^{c}d rub^c saa^{c}a.
4. 'ana 'asḥab il fuluus min il-bank bukra.
5. 'ana 'aktib 'ismii bi l-^{c}arabi kull yoom.

6. 'ana 'a^{c}ref keef a^{c}mal gahwa halḥiin.
7. 'ana 'arja^c min porto pinyaasko bukra.
8. 'ana 'a^{c}mal gahwa kull yoom.
9. 'ana 'aruuḥ 'ila l-wazaara kull yoom iṣ-ṣubḥ.
10. 'ana 'aguul haaδa l-kalaam θaani marra.
11. 'ana 'aʃuuf ṣadiiqaati kull yoom.
12. 'ana 'akuun fi l-maktab bukra s-saa^{c}a tis^{c}a.

b. Change the above sentences to: 'inta 'you (m.s.)'.

c. Change the above sentences to: ḥinna 'we'.

Drill 2 Transformation

a. When you hear the sentence, change ti to the past. Use past tense expressions in place of present or future time expressions. Example:

T: huwa yaskin fii 'abu δ̣abi halḥiin.
'He is living (staying) in Abu Dhabi now.'

S: huwa sakan fii 'abu δ̣abi 'is-sana l-maaδ̣iya.
'He lived in Abu Dhabi last year.'

1. huwa yaskin fii bayruut haaδa ṣ-ṣeef.
2. huwa yadrus ^{c}arabi fi l-jaami^{c}a haaδ̣i s-sana.
3. huwa yiftaḥ id-dariiʃa halḥiin.
4. huwa yisḥab il-fuluus min il-bank haaδa l-'usbuu^c.
5. huwa yiktib 'ismah bi l-^{c}arabi l-yoom.
6. huwa yi^{c}ref keef yaruuḥ 'ila s-sinama.
7. huwa yirja^c min al-qaahira ba^{c}d 'usbuu^c.
8. huwa yi^{c}mal haaδa ʃ-ʃuγul bukra.
9. huwa yaruuḥ 'ila wazaarat il-batrool ba^{c}d ʃahar.
10. huwa yaguul haaδa l-kalaam marra θaanya yoom il-'aḥad.

11. huwa yaʃuuf il-filem haaδa l-'usbuu^c.

12. huwa yakuun fii ^{c}ammaan haaδi s-sana.

b. Change the above sentences into: hiya 'she'.

Drill 3 Repetition

Group A repeats the question. Group B repeats the answer.

Example: T: hal 'ana sakant fii baγdaad sana waaḥeda?

'Did I live in Baghdad for one year?'

Group A: hal 'ana sakant fii baγdaad sana waaḥeda?

T: na^{c}am. 'inta sakant fii baγdaad sana waaḥeda.

'Yes, you (m.s.) lived in Baghdad for one year.'

Group B: na^{c}am. 'inta sakant fii baγdaad sana waaḥeda.

1. hal 'inta sakant fi l-'uteel 'usbuu^c?
2. hal 'ana darast ^{c}arabi 'usbuu^{c}een?
3. hal 'inta darast ^{c}arabi 'usbuu^{c}een?
4. hal 'ana fataḥt il-baab gabil saa^{c}a?
5. hal 'inta fataḥt il-baab gabil saa^{c}a?
6. hal 'inta saḥabt il-fuluus min il-bank 'ams?
7. hal 'ana saḥabt il-fuluus min il-bank 'ams?
8. hal 'ana katabt 'ismii bi l-^{c}arabi 'ams?
9. hal 'inta katabt 'ismak bi l-^{c}arabi 'ams?
10. hal 'ana ^{c}araft 'ism il-mudiir?
11. hal 'inta ^{c}araft 'ism il-mudiir?
12. hal 'ana raja^{c}t min labnaan gabil ʃahar?
13. hal 'inta raja^{c}t min labnaan gabil ʃahar?
14. hal 'ana ^{c}amalt gahwa gabil saa^{c}a?
15. hal 'inta ^{c}amalt gahwa gabil saa^{c}a?
16. hal 'ana ruḥt 'ila l-maṭaar ma^{c}ak?

17. hal 'ana gult haaδa l-kalaam 'ams?

18. hal 'inta gult haaδa l-kalaam 'ams?

19. hal 'ana ʃuft il-waziir gabil nuṣṣ saa^{c}a?

20. hal 'inta ʃuft il-waziir gabil nuṣṣ saa^{c}a?

21. hal 'ana kunt fii wazaarat il-ma^{c}aaref il-'usbuu^{c} il-maaδ̣i?

22. hal 'inta kunt fii wazaarat iṣ-ṣiḥḥa 'ams?

Drill 4 Transformation

Change the answers in Drill 3 to the negative:

laa. 'inta maa sakant... 'No, you (m.s.) didn't live...'

Drill 5 Repetition

a. Group A repeats the question. Group B repeats the answer.

Example: T: hal ḥinna sakanna hini θalaaθ siniin?

'Did we live here for three years?'

Group A: hal ḥinna sakanna hini θalaaθ siniin?

T: na^{c}aam. ḥinna sakanna hini θalaaθ siniin.

'Yes, we lived here for three years.'

Group B: na^{c}am. ḥinna sakanna hini θalaaθ siniin.

1. hal ḥinna sakanna fii maṣer ḥda^{c}ʃar sana?
2. hal ḥinna darasna 'ingliizi sanateen?
3. hal ḥinna fataḥna l-janṭa fi l-maṭaar?
4. hal ḥinna saḥabna s-sayyaara l-qadiima?
5. hal ḥinna katabna 'ismana bi l-^{c}arabi?
6. hal ḥinna ^{c}arafna ʃuu yiriid il-waziir?
7. hal ḥinna raja^{c}na min il-maṭaar halḥiin?
8. hal ḥinna ^{c}amalna ʃuγlana gabil 'ams?
9. hal ḥinna ruḥna 'ila mudiir iʃ-ʃarika?
10. hal ḥinna gulna maa naruuḥ 'ila r-ra'iis?

11. hal ḥinna ʃufna filem ^{c}an il-^{c}arab?

12. hal ḥinna kunna fii ^{c}ammaan 'is-sana l-maaδ̣iya.

b. Change the above answers into the negative:

laa. ḥinna maa sakanna... 'No, we didn't live...'

Drill 6 Repetition

a. Group A repeats the question. Group B repeats the answer.

Example: T: hal'inti sakanti fii 'iiraan 'arba^{c}ṭa^{c}ʃar sana?
'Did you live, have you lived, in Iran for
fourteen years?'

Group A: hal 'inti sakanti fii 'iiraan 'arba^{c}ṭa^{c}ʃar sana?

T: na^{c}am. 'ana sakant fii 'iiraan 'arba^{c}ṭa^{c}ʃar sana.
'Yes, I (have) lived in Iran for fourteen years.'

Group B: na^{c}am. 'ana sakant fii 'iiraan 'arba^{c}ṭa^{c}ʃar sana.

1. hal 'inti sakanti fii 'abu δ̣abi fi ṣ-ṣeef?
2. hal 'inti darasti ^{c}arabi arba^c siniin?
3. hal 'inti fataḥti janṭatitʃ fi l-maṭaar?
4. hal 'inti saḥabti fuluusitʃ min il-bank?
5. hal 'inti katabti 'ila ṣadiiqitʃ?
6. hal 'inti ^{c}arafti 'ism il-kitaab?
7. hal 'inti raja^{c}ti min qaṭar il-yoom?
8. hal 'inti ^{c}amalti ʃuγlitʃ?
9. hal 'inti ruḥti ma^c axuutʃ 'ila s-suug?
10. hal 'inti gulti maa 'agdar 'atkallam ^{c}arabi?
11. hal 'inti ʃufti sadiiqitʃ fi s-sinama?
12. hal 'inti kunti hunaak gabil saba^{c}ṭa^{c}ʃar yoom?

b. Change the answers in a. above to the negative:

laa. 'ana maa sakant... 'No, I did not live...'

Drill 7 Written

Underline the correct answer:

1. 'ams huwa (yaruuḥ, ruḥt, raaḥ) 'ila wazaarat iṣ-ṣiḥḥa.
2. bukra ḥinna (raayeḥiin, naskin, yaskin, sakanna) fi haaδa l-beet.
3. 'ana (faṭaḥt, fataḥat, fataḥti) janṭatii 'ams fi l-maṭaar.
4. 'iʃ-ʃahr il-maaδ̣i 'ana (saḥabt, saḥabat, 'asḥab) kull fuluusii min il-bank.
5. hiya maa (sakanat, sakant, taskin) fii bayruut 'is-sana l-maaδ̣iya.
6. 'inta maa (ruḥt, ruḥti, raaḥat) 'ams 'ila maktab iʃ-ʃarika.
7. faaṭma (saḥabti, saḥabat, tisḥab) fuluusaha min il-bank 'iʃ-ʃahar il-maaδ̣i.
8. ḥinna (gult, gultum, gulna) l-kalaam θaani marra gabil saa^{c}a.
9. ^{c}ali (yakuun, kaanat, kaan) fii maktab iʃ-ʃarika gabil θalaaθ saa^{c}aat.
10. 'inta maa (raaḥat, ruḥti, ruḥt) 'ila l-wazaara 'ams.
11. 'ana halḥiin muʃ juu^{c}aan, walaakin ('akuun, kunt, kaanat) juu^{c}an kaθiir gabil saa^{c}a.
12. ba^{c}dma ʃiribt gahwa ^{c}arabiyya (baγeet, 'abγa, baγat) (ruḥt, 'aruuḥ, raaḥat) ('istaraḥt, 'istaraaḥat, 'astariiḥ).
13. niḥna ba^{c}dma ('istaraḥna, nistariiḥ, 'istaraaḥ) (naruuḥ, ruḥna, laazem naruuḥ) 'ila s-sinama 'ams.
14. hal 'inti (gult, gaalat, gulti) maa ^{c}indii fuluus?

Drill 8 Transformation

Change to the past. Use any past time expression that fits the meaning.

Example: T: hal huwa yaakil laḥam kull yoom?

'Does he eat meat every day?'

S: hal huwa 'akal laḥam 'ams?

'Did he eat meat yesterday?'

1. 'ana ta^{c}baan. maa 'ariid 'aruuḥ 'ila s-sinama.
2. saami maa yadrus ^{c}arabi saa^{c}ateen il-yoom.
3. salma tibγa taakil baqlaawa fi l-maṭ^{c}am.
4. hal is-sikriteer yakuun hini bukra ṣ-ṣubḥ?
5. niḥna naguul nibγa naakil 'akil ^{c}arabi.
6. faaṭma takuun mawjuuda fi l-maktab ba^{c}d saa^{c}a.
7. hal tadrusiin 'ingliizi gabilma tanaamiin?
8. huwa yirja^{c} min il-qaahira ba^{c}d yoomen.
9. hiya maa tirja^{c} min il-qaahira ba^{c}d yoomen.
10. 'ana 'adrus wa 'aakil wa 'aʃrab, wa ba^{c}deen 'aruuḥ 'anaam.
11. keef il-kabaab? 'inʃaalla ṭayyeb?
12. hal 'inti tibγiin taruuḥiin ma^{c}ii?
13. laa. 'ana maa 'abγa 'aruuḥ ma^{c}ak.
14. niḥna naruuḥ 'ila s-sinama l-masa.
15. 'inta taguul hiya taruuḥ 'ila l-jaami^{c}a kull yoom?

UNIT 17

I. BASIC TEXT

ṣadiiqii kariim

ṣadiiqii kariim min baγdaad fi l-^{c}iraaq. halḥiin kariim fii maṣer. qabil sanateen kariim kaan yiʃtaγel ma^c il-ḥukuuma fii baγdaad. kariim kaan yiʃtaγel mu^{c}allim fii wazaarat il-ma^{c}aaref. 'iʃtaγal ma^c il-ḥukuuma xams sanawaat. ba^{c}dma 'iʃtaγal mu^{c}allim xams siniin raaḥ kariim 'ila l-qaaḥira. huwa raaḥ yadrus ^{c}arabi fii jaami^{c}at il-qaaḥira, wa ba^{c}deen ṣadiiqii kariim yiriid yirja^c 'ila baγdaad. kariim raayeḥ yiʃtaγel fii jaami^{c}at baγdaad.

II. TRANSLATION

My Friend Karim

My friend Karim is from Baghdad in Iraq. Karim is now in Egypt. Two years ago Karim was working for the government in Baghdad. Karim was working as a teacher for the Ministry of Education. He worked for the government for five years. After he had worked as a teacher for five years, Karim went to Cairo. He went to study Arabic at Cairo University, and later, my friend Karim wants to go back to Baghdad. Karim is going to work at Baghdad University.

III. GRAMMAR

1. To express an action that was going on in the past, use a form of kaan 'was' + Simple Present Tense of the verb denoting the action. Both kaan and the simple present tense verb should agree with the subject.

The ADA verbal expression kaan yiʃtaγel expresses an action that was going on in the past. This is expressed in

English by the use of the past continuous tense, 'He was working'. Other examples are:

'ana kunt 'aʃrab gahwa lamma l-mudiir raja^c.

'I was drinking coffee when the director returned.'

'il-'awlaad kaanuu yiʃtaɣeluun 'ams.

'The boys were working yesterday.'

lamma kaanat il-bint tiʃrab gahwa 'ana kunt 'aakil.

'When the girl was drinking coffee, I was eating.'

2. Negation - Past Tense

To negate a past tense verb, use the negative particle maa before the past tense verbal expression.

Examples:

huwa maa 'iʃ-taɣal. 'He didn't work.'

hum maa kaanuu yiʃtaɣeluun 'ams. 'They were not working yesterday.'

The past tense of 'to have' is expressed by kaan + ^{c}ind. kaan is invariable, but ^{c}ind should have a suffixed pronoun referring to the subject of the sentence.

kaan ^{c}indii waqt. 'I had (some) time.'

kaan ^{c}indahum ṭamaaṭ. 'They (m.p.) had (some) tomatoes.'

kaan ^{c}indaha fuluus. 'She had (some) money.'

To negate those sentences, use maa in pre-kaan position:

maa kaan ^{c}indii waqt. 'I didn't have (any) time.'

maa kaan ^{c}indahin ṭamaaṭ. 'They (f.p.) didn't have any tomatoes.'

3. Verbs - Past Tense

The verbs daras 'he studied' and 'iʃtaɣal 'he worked' belong to the first group of past tense verbs. (See UNIT 16, IV, 1)

stem	huwa	hum	'ana	'inta	hiya	ḥinna
daras-	daras	darasuu	darast	darast	darasat	darasna
'iʃtaɣal-	'iʃtaɣal	'iʃtaɣaluu	'iʃtaɣalt	'iʃtaɣalt	'iʃtaɣalat	'iʃtaɣalna

ʃireb 'he drank' is irregular:

huwa ʃireb	'ana ʃribt	hiya ʃirbat
hum ʃirbuu	'inta ʃribt	ḥinna ʃribna

The past tense subject markers referring to hum 'they (m.p.)', hin 'they (f.p.)', 'intum 'you (m.p.)', and 'intin 'you (f.p.)' are: -uu, -in, -tum, and -tin, respectively. The chart below shows the conjugations of some of the past tense verbs with these pronouns:

stem	meaning	hum	hin	'intum	'intin
raja^{c}-	he returned	raja^{c}uu	raja^{c}in	raja^{c}tum	raja^{c}tin
daras-	he studied	darasuu	darasin	darastum	darastin
fataḥ-	he opened	fataḥuu	fataḥin	fataḥtum	fataḥtin
raaḥ-,ruḥ-	he went	raaḥuu	raaḥin	ruḥtum	ruḥtin
-	he drank	ʃirbuu	ʃirbin	ʃribtum	ʃribtin
sakan-	he lived	sakanuu	sakanin	sakantum	sakantin
'iʃtaɣal-	he worked	'iʃtaɣaluu	'iʃtaɣalin	'iʃtaɣaltum	'iʃtaɣaltin

IV. DRILLS

Drill 1 Repetition

1. 'ana maa ruht li'an maa kaan ^{c}indii waqt.
2. 'ana maa gult haaδa l-kalaam li'an il-mudiir maa kaan fi l-maktab.
3. 'ana maa ʃuft il-mudiir li'an huwa maa kaan hini.
4. 'ana maa kunt hunaak li'an maa kaan ^{c}indii sayyaara.
5. 'ana maa 'istaraḥt fi l-beet li'an maa kaan ^{c}indii waqt.

6. 'ana maa baγeet 'aruuḥ li'an maa kaan ^{c}indii fuluus.

7. 'ana maa ʃaribt ʃaay li'an maa kaan hini ʃaay.

8. 'ana maa fataḥt il-janṭa li'an il-janṭa kaanat hunaak.

9. 'ana maa ruḥt 'aʃuuf il-waziir li'an il-waziir maa kaan fi l-maktab.

10. 'ana maa kunt fii haaδa l-'uteel li'an maa kaan ^{c}indii fuluus.

11. 'ana maa 'akalt fi l-maṭ^{c}am li'an il-mat^{c}am γaali.

12. 'ana maa sakant fii haaδa l-beet li'an haaδa l-beet ṣaγiir.

13. 'ana maa darast ^{c}arabi li'an maa kaan ^{c}indii waqt.

14. 'ana maa saḥabt fuluus min il-bank li'an maa ^{c}indii fuluus.

15. 'ana maa ^{c}amalt tʃaay li'an maa kaan ^{c}indii ʃakar.

Drill 2 Transformation

When you hear the sentence, change it to the past. Use 'ams 'yesterday' in place of kull yoom 'every day.'

1. hum yi^{c}maluun gahwa kull yoom.
2. hiya tirja^{c} min il-qaahira kull yoom.
3. 'ana aruuḥ 'ila ʃ-ʃuγul kull yoom.
4. 'intum taktubuun 'ismakum bi l-^{c}arabi kull yoom.
5. huwa yisḥab fuluus min il-bank kull yoom.
6. 'ana 'aftaḥ il-baab kull yoom.
7. 'inti taakiliin laḥam kull yoom.
8. 'inta tiftaḥ kitaabak fi ṣ-ṣaff kull yoom.
9. 'ana 'adrus ^{c}arabi kull yoom saa^{c}ateen.
10. hum yistariiḥuun fi l-beet kull yoom.
11. ḥinna niktib ^{c}arabi kull yoom.
12. 'intum taʃuufuun il-makiina kull yoom.

13. huwa yadrus ^{c}aʃar saa^{c}aat kull yoom.
14. hiya taakil ma^c 'ummaha kull yoom.
15. 'ana 'adrus fi l-kitaab kull yoom.
16. hum yirja^{c}uun 'ila l-maktab kull yoom.
17. huwa yibγa yaruuḥ hunaak kull yoom.
18. 'ana 'adrus ^{c}arabi kull yoom.
19. hiya taruuḥ 'ila l-beet bi s-sayyaara kull yoom.

Drill 3 Question - Answer

Make affirmative responses to the following questions:

Example: T: hal ruḥt 'ila l-madrasa 'ams?

'Did you go to school yesterday?'

S: na^{c}am ruḥt 'ila l-madrasa 'ams.

'Yes, I went to school yesterday.'

1. hal gult haaδa l-kalaam gabil 'usbuu^c?
2. hal raaḥat bintak 'ila l-madrasa 'ams?
3. hal il-'awlaad ʃaafuu haaδa l-filem 'iʃ-ʃahar il-maaδ̣i?
4. hal 'inta kunt fi l-wazaara 'is-saa^{c}a ḥda^{c}ʃ?
5. hal hum 'istaraaḥuu fi l-maṭaar ʃwayy?
6. hal 'intum baγeetum taakiluun halḥiin?
7. hal huwa ʃireb biira 'ams iṣ-ṣubḥ?
8. hal 'ana 'akalt kabaab wa ḥummoṣ?
9. hal hiya sakanat fi l-'uteel ʃahreen?
10. hal faaṭma darasat 'ingliizi sanateen?
11. hal hum saḥabuu fuluusahum min il-bank?
12. hal 'intum katabtum 'ismakum bi l-^{c}arabi?
13. hal hum fataḥuu l-janṭa l-kabiira?
14. hal ^{c}araft 'ism il-waziir il-jadiid?

15. hal raja^c min al-quds 'ams?

16. hal ^{c}amalat ʃuɣlaha?

Drill 4 Transformation

Change the responses in Drill 10 to the negative:

Example: T: hal ruḥt 'ila l-madrasa 'ams?

'Did you go to school yesterday?'

S: laa. maa ruḥt 'ila l-madrasa 'ams.

'No. I did not go to school yesterday.'

Drill 5 Chain

T asks the question; S_1 answers in the affirmative. S_2 asks the same question in the past; S_3 answers, using kamaan.

Example:

T: hal 'inta taruuḥ 'ila ṣ-ṣaff? 'Do you go to class?'

S_1: na^{c}am 'ana 'aruuḥ 'ila ṣ-ṣaff. 'Yes, I go to class.'

S_2: hal 'inta ruḥt 'ila ṣ-ṣaff 'ams? 'Did you go to class yesterday?'

S_3: na^{c}am 'ana ruḥt 'ila ṣ-ṣaff 'ams kamaan. 'Yes, I went to class yesterday too.'

1. hal 'inta taruuḥ 'ila l-wazaara?
2. hal huwa yistariiḥ ba^{c}d is-saa^{c}a θna^{c}ʃ?
3. hal hum yibɣuun yaakiluun fi l-maṭ^{c}am?
4. hal 'inti takuuniin hini ba^{c}d 'usbuu^c?
5. hal mḥammad yaguul iṣ-ṣaḥiiḥ? ('iṣ-ṣaḥiiḥ 'the truth')
6. hal martak tadrus ^{c}arabi?
7. hal ḥinna niʃrab biira?
8. hal 'intum tiftaḥuun il-baab?
9. hal 'ana arja^c min iʃ-ʃuɣul is-saa^{c}a xamsa w nuṣṣ?
10. hal 'inta ti^{c}mal ʃuɣlak gabil is-saa^{c}a xamsa?

11. hal huwa yaʃuuf il-mudiir fi l-maktab?
12. hal ḥanna yiktib 'ismah bi l-^{c}arabi.
13. hal ta^{c}rifuun titkallamuun ^{c}arabi?
14. hal yisḥabuun fuluus min il-bank?
15. hal 'inta ta^{c}ref il-muʃkila?

Drill 6

T gives a negative command; S answers: huwa maa... 'He didn't...

Example: T: laa tiʃrab ʃaay fi l-maṭ^{c}am.

S: huwa maa ʃireb ʃaay fi l-maṭ^{c}am. 'He didn't drink tea at the restaurant.'

1. laa taruuḥ il-yoom ba^{c}d iδ̣-δ̣uhr.
2. laa tistariiḥ fi l-maktab.
3. laa takuun hini bukra ṣ-ṣubḥ.
4. laa taakil fi haaδa l-'uteel.
5. laa tiʃrab min haaδ̣a l-mayy.
6. laa taʃuuf il-mudiir is-saa^{c}a ḥda^{c}ʃ.
7. laa taguul 'ana maa a^{c}ref.
8. laa taskin hini kull il-waqt.
9. laa tadrus fii haaδi l-madrasa.
10. laa tiftaḥ id-dariiʃa li'an iṭ-ṭaqs baared.
11. laa tisḥab il-fuluus min il-bank.
12. laa tiktib 'ismak bi l-'ingliizi.
13. laa tarja^{c} min 'abu δ̣abi ba^{c}d usbuu^{c}.
14. laa ti^{c}mal gahwa halḥiin.

Drill 7

a. S_1 uses the first word to complete this question: man raaḥ 'ila l- ... 'Who went to the ...' S_2 uses the second word to complete the answer: ... raaḥ 'ila l- ... '... went to the ...'

Example:

T: the ministry

S_1: man raaḥ 'ila l-wazaara? 'Who went to the ministry?'

T: the director

S_2: 'al-mudiir raaḥ 'ila l-wazaara. 'The director went to the ministry.'

1.	the ministry	the director
2.	the hospital	the doctor
3.	the building	the employee
4.	the university	the boy
5.	the market	the woman

Change the answers above to: 'ana ruḥt 'ila l-...'I went to the ...'

b. S_1 uses the first word to complete this question:

hal huwa daras ^{c}arabi yoom ...?'Did he study Arabic on...?'

S_2 answers, using the second word to complete this answer:

laa huwa maa daras ^{c}arabi yoom ... huwa daras ^{c}arabi yoom...

'No, he didn't study Arabic on... He studied Arabic on...

1.	'al-'iθneen	'aθ-θalaaθa
2.	'aθ-θalaaθa	'al-'arba^{c}a
3.	'al-'arba^{c}a	'al-xamiis
4.	'al-xamiis	'al-jum^{c}a
5.	'al-jum^{c}a	'as-sabt
6.	'as-sabt	'al-'aḥad
7.	'al-'aḥad	'al-'iθneen

Change the answers above to hiya ... 'She...'

c. Variable Substitution

Base sentence: hiya darasat ^{c}arabi yoom il-'iθneen.

'She studied Arabic on Monday.'

1. 'ana
2. 'inta
3. 'inti
4. 'intum
5. huwa
6. ḥinna
7. 'il-banaat
8. kariim
9. 'il-'awlaad
10. gabil 'usbuu^c
11. ba^{c}d ʃahar
12. 'il-usbuu^c il-maaδ̣i
13. 'iʃ-ʃahar il-maaδ̣i
14. 'il-mu^{c}allimiin
15. 'ingliizi
16. negative
17. 'il-bint
18. 'intin
19. statement
20. question
21. 'ana

Drill 8 Variable Substitution

Base sentence: hal huwa yiʃtaγel halḥiin? 'Is he working now?'

1. 'ams
2. bukra
3. kull yoom
4. kull il-waqt
5. 'ams iṣ-ṣubḥ
6. hum
7. 'intin
8. 'ams il-masa
9. kull yoom
10. ḥinna
11. 'ams ba^{c}d iδ̣-δ̣uhr
12. 'inta
13. gabil 'usbuu^c
14. bukra ṣ-ṣubḥ
15. gabil ʃahar
16. 'iʃ-ʃahar il-maaδ̣i
17. il-'usbuu^c il-maaδ̣i
18. 'is-sana l-maaδ̣iya
19. 'il-'aḥad il-maaδ̣i
20. gabil 'ams
21. hin

Drill 9 ('ismaḥ lii = excuse me)

Example: S_1: 'ismaḥ lii. 'ariid 'aruuḥ halḥiin.
'Excuse me. I want to go now.'

S_2: 'inta maa laazem taruuḥ halḥiin. 'inta ruḥt 'ams.
'You (m.s.) should not go now. You went yesterday.

1. 'ismaḥ lii. 'ariid 'aruuḥ 'ila l-wazaara halḥiin.
2. 'ismaḥ lii. 'ariid 'astariiḥ fi l-beet halḥiin.
3. 'ismaḥ lana. nariid naakil kibbi halḥiin.
4. 'ismaḥ lana. nariid niʃrab biira halḥiin.
5. 'ismaḥ lana. nariid naʃuuf il-waziir halḥiin.
6. 'ismaḥ lahum. yariiduun yadrussunn ^{c}arabi.

7. 'ismaḥ lahum. yariiduun yaguuluun haaδa l-kalaam θaani marra.
8. 'ismaḥ lahum. yariiduum yaskunuun fii haaδa l-'uteel.
9. 'ismaḥ lahaa. tariid tiftaḥ id-dariiʃa.
10. 'ismaḥ lahaa. tariid tisḥab fuluusaha min il-bank.
11. 'ismaḥ lahaa. tariid taktib 'ism il-waziir.
12. 'ismaḥ lii. 'ariid a^{c}ref 'ism il-mudiir.
13. 'ismaḥ lii. 'ariid arja^{c} 'ila tuuṣaan.
14. 'ismaḥ lii. 'ariid a^{c}mal gahwa halḥiin.

Drill 10 Addition

Add the tail question, and then give the short answer:

Example:

T: hum raaḥuu 'ila maṭ^{c}am il-quds, muʃ ṣaḥiiḥ?

'They went to the Jerusalem Restaurant, didn't they?'

S: na^{c}am. hum raaḥuu 'ila maṭ^{c}am il-quds.

'Yes, they went to the Jerusalem Restaurant.'

1. hum raaḥuu 'ila maṭ^{c}am il-quds, ?
2. 'ana ruḥt 'ila waziir il-ma^{c}aaref, ?
3. hiya istaraaḥat fii beetha , ?
4. hiya baγat taruuḥ 'ilaa bayruut, ?
5. hum kaanuu hini gabil 'usbuu^{c}, ?
6. hum ʃaafuu mudiir il-^{c}amal 'ams, ?
7. 'inta 'akalt baqlaawa fii bayruut, ?
8. 'inta ʃribt ^{c}araq fii labnaan, ?
9. 'intum ʃuftum haδaak il-filem, ?
10. 'intum sakantum fii 'abu δ̣abi ʃahreen, ?
11. huwa daras ^{c}arabi sanateen, ?
12. huwa faṭaḥ il-janṭa fi l-maṭaar, ?

13. huwa katab 'ismah bi l-^{c}arabi, ?

14. 'inti katabti 'ismitʃ bi l-^{c}arabi, ?

15. 'inti ^{c}arafti keef taruuḥiin 'ila s-suug, ?

16. 'inti raja^{c}ti min dimaʃq 'ams, ?

17. 'ana raja^{c}t min il-qaahira bi ṭ-ṭayyaara, ?

18. 'inta raja^{c}t min il-qaahira bi ṭ-ṭayyaara, ?

19. 'inti raja^{c}ti min il-qaahira bi ṭ-ṭayyaara, ?

20. hum raja^{c}uu min il-qaahira bi ṭ-ṭayyaara, ?

Drill 11 Question - Answer

The following questions are based on the BASIC TEXT of UNIT 16. Before you answer the questions, go back to UNIT 16 and listen to the recording at least twice.

1. ween 'ana ruḥt 'ams?
2. 'ana ruḥt 'ila maṭ^{c}am iʃ-ʃeex ma^c man?
3. ween mawjuud maṭ^{c}am iʃ-ʃeex?
4. fii 'ayya wilaaya mawjuuda madiinat ditrayt?
5. ʃuu baɣeena ni^{c}mal hunaak?
6. mata baɣeena naakil?
7. hal 'ana kunt juu^{c}aan ʃwayy?
8. ʃuu baɣeet 'aakil?
9. keef kaan il-'akel?
10. ʃuu 'akalna ba^{c}d il-'akel?
11. hal ʃaribna gahwa ^{c}arabiyya ba^{c}d il-'akel?
12. ween ruḥna 'ana wa 'aṣdiqaa'ii ba^{c}deen?
13. kaan il'filem ^{c}an ʃuu?
14. ʃuu 'ism il-filem?
15. man gaal li 'aṣdiqaa'ah "fii maanillaah"?
16. leeʃ?

17. hal 'ana ridt 'aruuḥ 'adrus?

18. ʃuu ridt 'aruuḥ 'a^{c}mal?

Drill 12 Variable Substitution

Base sentence: huwa raaḥ 'ams. 'He went yesterday.'

1. hiya
2. hin
3. ma^c il-mu^{c}allima
4. iṣ-ṣubḥ
5. 'intum
6. 'intin
7. samiira
8. darastin
9. iδ̣-δ̣uhr
10. 'il-banaat
11. 'iʃtaγalin
12. gabil yoomen
13. 'intin
14. hum
15. negative
16. 'akaluu
17. hin
18. 'inti
19. 'intin
20. statement
21. kuntin

UNIT 18

I. BASIC TEXT

'abu δ̣abi

'ana min tuuṣaan fii wilaayat 'arizoona fii 'amriika. 'ajeet 'ila 'abu δ̣abi min 'amriika bi ṭ-ṭayyaara. 'abu δ̣abi ba^{c}iida kaθiir ^{c}an 'amriika. fii 'amriika kunt 'adrus ziraa^{c}a fii jaami^{c}at 'arizoona. halḥiin 'ana 'aʃtaɣel ma^c il-ḥukuuma fii 'abu δ̣abi fii wazaarat iz-ziraa^{c}a. ṣaarlii hini ḥawaali ʃahar waaḥed bas. sakant fii l-'uteel ḥawaali 'usbuu^c wa ba^{c}deen sakant fii beet jadiid fiih θalaaθ ḥijar.

'abu δ̣abi 'imaara ^{c}ala l-xaliij il-^{c}arabi. ḥaakem haaδi l-'imaara huwa ʃ-ʃeex zaayed, ṭawiil il-^{c}umr. huwa fataḥ madaares 'awlaad wa madaares banaat kaθiira fii kull il-balad wa raayeḥ yiftaḥ jaami^{c}a li 'awlaad wa banaat il-xaliij il-^{c}arabi.

'abu δ̣abi fiiha binaayaat wa byuut jadiida wa jamiila. iṭ-ṭaqs fiiha zeen fi ʃ-ʃita walaaken fi ṣ-ṣeef ḥaarr wa raṭeb. 'ana ḥabbeet 'abu δ̣abi kaθiir.

ḥaakem 'ruler (m.)'

ṭawiil il-^{c}umr 'may he live long'

II. TRANSLATION

Abu Dhabi

I am from Tucson in the state of Arizona in America. I came to Abu Dhabi from America by plane. Abu Dhabi is very far away from America. In America, I was studying agriculture at the University of Arizona. Now I am working for the government in the Ministry of Agriculture in Abu Dhabi. I have been here for one month only. I lived in the hotel for about a week and then I lived in a new house which had three rooms.

Abu Dhabi is an Emirate on the Arabian Gulf. The ruler of the Emirate is Sheikh Zayed, may he live long. He opened boys' and girls' schools throughout the country, and he is going to open a university for the boys and girls of the Arabian Gulf.

There are new and beautiful buildings and houses in Abu Dhabi. The weather in Abu Dhabi is fine in the winter, but it is hot and humid in the summer. I liked Abu Dhabi a lot.

III. GRAMMAR

1. Verbs - Past Tense

a. The past tense verbs ʃaal 'he lifted, carried,' ṣaar 'he became,' and naam 'he slept' belong to the second group of hollow verbs. They are conjugated like raad 'he wanted, liked' (See UNIT 16, V, 1.) ʃaal 'he lifted, carried' is conjugated below as an example:

huwa	ʃaal	'intum	ʃiltum
hum	ʃaaluu	'inti	ʃilti
hiya	ʃaalat	'intin	ʃiltin
hin	ʃaalin	'ana	ʃilt
'inta	ʃilt	ḥinna	ʃilna

b. The past tense verbs 'aᶜṭaa 'he gave' and 'ajaa 'he came' are conjugated like baɣaa 'he wanted, desired':

huwa	aᶜṭaa	'intum	aᶜṭeetum
hum	aᶜṭuu	'inti	aᶜṭeeti
hiya	aᶜṭat	'intin	aᶜṭeetin
hin	aᶜṭin	'ana	aᶜṭeet
'inta	aᶜṭeet	ḥinna	aᶜṭeena

c. ḥabb 'he liked, loved' and ḥaṭṭ 'he put' are doubled verbs and are conjugated like bayaa 'he wanted, desired'. (Notice that ḥabb does not have the vowel ending -aa.)

huwa	ḥabb	'intum	ḥabbetum
hum	ḥabbuu	'inti	ḥabbeeti
hiya	ḥabbat	'intin	ḥabbeetin
hin	ḥabbin	'ana	ḥabbeet
'inta	ḥabbeet	ḥinna	ḥabbeena

2. Negative Commands (see UNIT 11, V, 4)

laa taruuḥ!	'Don't go (m.s.)!'
laa taruuḥuu!	'Don't go (m.p.)!'
laa taruuḥii!	'Don't go (f.s.)!'
laa taruuḥin!	'Don't go (f.p.)!'

Notice that in the negative commands laa taruuḥuu 'Don't go (m.p.)!' and laa taruuḥii 'Don't go (f.s.)!', the forms taruuḥuu and taruuḥi are the same forms for the simple present, except for the -n suffix, which drops in the negative commands. In laa taruuḥin 'Don't go (f.p.)!', taruuḥin is the same form as the simple present.

IV. DRILLS

Drill 1 Transformation

a. When you hear the sentence, change it to the past. Use 'ams 'yesterday' in place of kull yoom 'every day', 'al-yoom 'today', bukra 'tomorrow', etc.

1. huwa yaʃiil il-jiṇaṭ kull yoom.
2. huwa yiṣiir mudiir ba^{c}d sanaa waaḥeda.

3. huwa yinaam kull yoom iδ̣-δ̣uhr.
4. huwa yaḥuṭṭ fuluus fi l-bank halḥiin.
5. huwa yiḥibb zawijtah kaθiir.
6. huwa ya^{c}ṭii fuluus 'ila 'abuuh kull ʃahar.
7. huwa yajii 'ila bayruut kull sana.
8. huwa yistariiḥ gabilma yaakil.
9. huwa yiʃrab gahwa ^{c}arabiyya ba^{c}d il-'akel.
10. huwa yidris fii haδiitʃ il-jaami^{c}a.

b. Change huwa above to hum 'they (m.p.).'

c. Change hum in b. to hin 'they (f.p.).'

Drill 2 Transformation

a. When you hear the sentence, change it to the past. Use 'al-'usbuu^c il-maaδ̣i in place of kull yoom, bukra, etc.

1. 'ana 'aʃiil il-kursi min hini l-yoom.
2. 'ana aṣiir mu^{c}allim fi l-jaami^{c}a ba^{c}d 'arba^c siniin.
3. 'ana 'anaam is-saa^{c}a waaḥeda ṣ-ṣubḥ kull yoom.
4. 'ana 'aḥuṭṭ is-sayyaara fi l-garaaj bukra.
5. 'ana 'aḥibb 'aʃrab gahwa kull yoom.
6. 'ana 'a^{c}ṭii abuuya fuluus kull ʃahar.
7. 'ana 'ajii 'ila tuuṣaan bukra bi ṭ-ṭayyaara.
8. 'ana 'aruuḥ 'ila l-beet 'is-saa^{c}a xamsa kull yoom.
9. 'ana 'asḥab miyat doolaar min il-bank bukra.
10. 'ana 'aʃuuf saḍiiqii 'aḥmad kull yoom.

b. Substitute 'inta 'you (m.s.)' for 'ana in the drill above.

c. Substitute 'inti for 'inta in the drill above.

Drill 3 Transformation

a. When you hear the sentence, change it to the past. Use 'as-sana l-maaδ̣iya 'last year' in place of kull yoom, 'al-yoom, etc.

1. 'intum taʃiiluun it-teebel min il-maktab ba^{c}d iδ̣-δ̣uhr.
2. 'intum taṣiiruun muhandisiin 'inʃaalla.
3. 'intum tinaamuun il-yoom fi l-'uteel.
4. 'intum taḥuṭṭuun is-sayyaara fi l-garaaj halḥiin.
5. 'intum taḥibbuun taruuḥuun 'ila 'abu δ̣abi l-yoom.
6. 'intum ta^{c}ṭuun is-sayyaara 'ila axuukum bukra.
7. 'intum tajuun min 'abu δ̣abi ba^{c}d sana.
8. 'intum ta^{c}maluun ʃuγlakum kull yoom.
9. 'intum tirja^{c}uun min qaṭar ba^{c}d ^{c}iʃriin yoom.

b. Substitute hiya 'she' for 'intum in the drill above.

c. Substitute 'intin 'you (f.p.)' for hiya in b.

Drill 4 Variable Substitution

a. Base Sentence: 'ana ʃilt il-kursi 'ams.

'I raised, lifted, the chair yesterday.'

1. huwa
2. hiya
3. 'ana
4. ḥinna
5. 'inta
6. 'intin
7. hum
8. 'ana
9. 'intum
10. 'inti
11. niḥna
12. hin
13. hum
14. 'intum
15. hiya
16. 'inta
17. 'inti
18. 'intin
19. huwa
20. 'inta
21. hin

b. Substitute ḥaṭṭeet 'I put' for ʃilt 'I raised, lifted' in the drill above.

Drill 5 Variable Substitution

a. Base Sentence: huwa naam fii tuuṣaan yoomeen.
'He slept two days in Tucson.'

1. 'inta
2. hiya
3. hum
4. ḥinna
5. 'intum
6. 'ana
7. 'inti
8. question
9. hiya
10. hin
11. statement
12. 'intin
13. niḥna
14. 'intum
15. negative
16. 'abu δ̣abi
17. 'usbuu^{c}een
18. hum
19. statement
20. 'ana
21. negative

b. Substitute naam fii l-mustaʃfa 'He slept in the hospital.' for naam fii tuuṣaan 'He slept in Tucson.' in the drill above.

Drill 6 Question - Answer

Example: S_1: 'ismaḥ lii. 'ariid 'aruuḥ halḥiin.
'Excuse me. I want to go now.'
S_2: 'inta maa laazem taruuḥ halḥiin. 'inta ruḥt 'ams.
'You (m.s.) don't have to go now. You went yesterday.'

1. 'ismaḥ lii. 'ariid 'anaam halḥiin.
2. 'ismaḥ lii. 'ariid 'ajii min poorto pinyaskoo.
3. 'ismaḥ lana. nariid na^{c}ṭii fuluus 'ila l-walad.
4. 'ismaḥ lana. nariid naʃrab biira halḥiin.
5. 'ismaḥ lana. nariid nanaam ba^{c}d iδ̣-δ̣uhr.
6. 'ismaḥ lahum. yariiduun yiftaḥuun id-dariiʃa.
7. 'ismaḥ lahum. yariiduun yajuun 'ila l-mustaʃfa l-yoom.
8. 'ismaḥ lahum. yariiduun yaḥuṭṭuun is-sayyaara fi l-garaaj.

9. 'ismaḥ laha. tariid tajii 'ila ṣ-ṣaff il-yoom.
10. 'ismaḥ laha. tariid tinaam 'is-saa^{c}a tis^{c}a.
11. 'ismaḥ laha. tariid taʃiil il-janṭa.
12. 'ismaḥ lii. 'ariid 'ajii l-yoom is-saa^{c}a xamsa 'illaa rub^{c}.
13. 'ismaḥ lii. 'ariid a^{c}mal gahwa halḥiin.
14. 'ismaḥ lana. nariid na^{c}ṭii il-qalam 'ila l-walad.
15. 'ismaḥ lahum. yariiduun yaruuḥuun 'ila s-sinama bukra.
16. 'ismaḥ lahin. yariidin yadrusin fii haaδi l-jaami^{c}a.

Drill 7 Variable Substitution

Base Sentence: huwa ḥabb yisaafer 'ila 'abu δ̣abi.

'He liked to travel to Abu Dhabi.'

1. 'ana
2. 'inta
3. 'inti
4. 'intum
5. hin
6. ḥinna
7. mḥammad
8. kariim
9. 'il-'awlaad
10. gabil usbuu^{c}
11. ba^{c}d ʃahar
12. 'il-'usbuu^{c} il maaδ̣i
13. 'intin
14. 'ana
15. huwa
16. hum
17. il-bint
18. question
19. il-mu^{c}allim
20. statement
21. negative

Drill 8 Addition

Add the tail question, and give the short answer.

1. huwa 'ajaa min bayruut il-yoom, ?
2. 'intum 'ajeetum 'ila tuuṣaan gabil ʃahreen, ?
3. 'inti nimti fi l-'uteel 'ams, ?
4. 'ana sirt mu^{c}allim fi l-jaami^{c}a ba^{c}d sanateen, ?
5. hin ṣaarin yitkallamin ^{c}arabi zeen, ?
6. huwa ṣaar waziir ba^{c}d sana, ?

7. 'inta aᶜṭeet gahwa 'ila l-mudiir, ?
8. 'intin aᶜṭeetin il-leetaat 'ila l-muhandis, ?
9. huwa aᶜṭaa fuluus 'ila l-muwaδ̣δ̣af, ?
10. 'ana ḥabbeet il-'akel il-ᶜarabi, ?
11. huwa ḥabb yaakil kibbi, ?
12. huwa maa ḥabb yaakil ᶜeeʃ wa laḥam, ?
13. hiya maa ṣaarlaha fi l-mustaʃfa yoomeen, ?
14. 'inta aᶜjabatk il-balad, ?
15. 'intum aᶜjabakum iṭ-ṭaqs, ?
16. huwa ʃaal il-jinaṭ, ?
17. hum naamuu fi l-'uteel il-'usbuuᶜ il-maaδ̣i, ?
18. 'inta ḥabbeet il-baqlaawa, ?
19. hiya 'ajat min al-qaahira 'ams, ?
20. 'inti aᶜṭeetii fuluus 'ila l-maṭᶜam, ?

Drill 9 Variable Substitution

Base Sentence: 'ana 'ajeet min baγdaad 'ams.
'I came from Baghdad yesterday.'

1. 'inta
2. 'intum
3. hin
4. ḥinna
5. 'ana
6. 'inti
7. kariim
8. 'il-walad
9. 'ir-ra'iis
10. baᶜd ʃahar
11. gabil 'ams
12. hum
13. question
14. huwa
15. hiya
16. statement
17. negative
18. 'intin
19. 'inta
20. huwa
21. hin

Drill 10 Variable Substitution

Base Sentence: huwa 'aᶜṭaa l-walad xamsa doolaar.
'He gave the boy five dollars.'

1. she
2. I
3. they (m.p.)
4. we
5. you (m.s.)
6. you (m.p.)
7. you (f.s.)
8. he
9. the woman
10. ten dollars
11. the doctor
12. you (f.p.)
13. 12 dollars
14. 20 dollars
15. negative
16. I
17. 100 dollars
18. she
19. they (f.p.)
20. statement
21. question

Drill 11 Variable Substitution

Base sentence: huwa yajii min dubayy kull yoom 'is-saa^{c}a xamsa.
'He comes from Dubai every day at five o'clock.'

1. 'ams
2. bukra
3. kull yoom
4. 'ams il-masa
5. hum
6. gabil saa^{c}a
7. hin
8. ba^{c}deen
9. kull yoom
10. ḥinna
11. 'ams ba^{c}d iδ̣-δ̣uhr
12. 'inta
13. gabil rub^c saa^{c}a
14. 'intin
15. bukra
16. 'iʃ-ʃahar il-maaδ̣i
17. 'is-sana l-maaδ̣iya
18. bukra
19. gabil 'ams
20. 'intin
21. il-'usbuu^c il-maaδ̣i

Drill 12 Cued

T gives a negative command; S answers according to the example.

Example: T: laa tiʃrab min haaδa l-mayy.
'Don't (m.s.) drink from this water.'
S: huwa maa ʃireb min haaδa l-mayy.
'He didn't drink from this water.'

1. laa taʃiil il-janṭa.
2. laa tinaamii fii haaδa l-'uteel.
3. laa taḥuṭṭuu il-kitaab hini.
4. laa tajuu il-yoom ba^{c}d iδ̣-δ̣uhr.
5. laa ta^{c}ṭii il-fuluus 'ila l-walad.
6. laa tadrus hini kull il-waqt.
7. laa taktubuu 'ismakum bi l-^{c}arabi.
8. laa tiʃrabii ʃaay halḥiin.
9. laa tistariiḥ fi l-maktab.
10. laa takuun hini bukra ṣ-ṣubḥ.
11. laa ti^{c}malii gahwa halḥiin.
12. laa tisḥabin il-fuluus min il-bank.
13. laa taguul maa a^{c}ref.
14. laa taruuḥuu l-yoom ba^{c}d iδ̣-δ̣uhr.
15. laa taakil ^{c}eeʃ kull yoom.
16. laa taʃuuf haaδa l-filem.
17. laa tiftaḥin id-dariiʃa li'an iṭ-ṭaqs baared.
18. laa taguulii 'ana juu^{c}aana halḥiin.
19. laa taḥuṭṭ iṭ-ṭamaaṭ ^{c}ala t-tuffaaḥ.
20. laa tinaamii ^{c}aʃar saa^{c}aat kull yoom.

Drill 13 Chain

a. T asks the question; S_1 answers in the affirmative. S_2 asks the same question in the past; S_3 answers in the affirmative, adding kamaan.

Example: T: hal 'inta taʃiil il-janṭa?

'Do you (m.s.) lift, carry, the suitcase?'

S$_1$: naᶜam. 'ana 'aʃiil il-janṭa.
'Yes, I lift the suitcase.'

S$_2$: hal 'inta ʃilt il-janṭa 'ams?
'Did you lift the suitcase yesterday?'

S$_3$: naᶜam. 'ana ʃilt il-janṭa 'ams.
'Yes, I lifted the suitcase yesterday.'

1. hal 'inta tinaam is-saaᶜa θnaᶜʃ fi l-leel?
2. hal 'inta taḥuṭṭ il-kursi fi l-maktab?
3. hal 'inta taḥuṭṭ il-kitaab ᶜala t-teebel?
4. hal 'inta taḥibb tiʃrab gahwa maᶜ ḥaliib?
5. hal 'inta taḥibb taakil fi l-maṭᶜam?
6. hal 'inta taᶜṭii xamsa doolaar fi s-saaᶜa?
7. hal 'inta taᶜṭii il-fuluus 'ila mḥammad?
8. hal 'inta tajii min il-beet bi s-sayyaara?
9. hal 'inta tajii 'ila ʃ-ʃuγul is-saaᶜa sabᶜa ṣ-ṣubḥ?
10. hal 'inta tinaam sitt saaᶜaat kull yoom?

b. Substitute huwa 'he' for 'inta 'you (m.s.)'.

c. Substitute hum 'they (m.p.)' for 'inta.

Drill 14 Question - Answer

Example: T: man ʃaal il-janṭa min hini?	ᶜali
S: ᶜali ʃaal il-janṭa min hini.	
1. man ʃaal il-kursi min hini?	is-sikriteera
2. man ṣaarlah sanateen hini?	'ana
3. man ṣaarlah 'usbuuᶜeen fii ᶜammaan?	ḥinna
4. man ṣaarlah θalaaθ siniin fii qaṭar?	'il-muᶜallim
5. man ṣaarlah ᶜiʃriin yoom hini?	'il-muwaδ̣δ̣afiin
6. man ṣaarlah tisiᶜ 'ayyaam hini?	'intum

7.	man naam 'is-saa^{c}a tis^{c}a 'ams il-masa?	ḥamad
8.	man naam fi l-qaahira 'ams?	'il-muhandisiin
9.	man naam fi l-'uteel gabil 'ams?	'intum
10.	man ḥaṭṭ ʃakar fi l-gahwa?	'ana
11.	man ḥaṭṭ ḥaliib fi ʃ-ʃaay?	hin
12.	man ḥabb yiʃrab biira?	il-'awlaad
13.	man ḥabb yaakil ^{c}eeʃ wa laḥam?	'inta
14.	man ḥabb yisaafer bi ṭ-ṭayyaara?	^{c}abdalla
15.	man ḥabb yaruuḥ 'ila l-maṭaar?	ʃeexa
16.	man ḥabb yiʃiil iṭ-ṭamaat?	'intin
17.	man a^{c}ṭaa l-qalam 'ila l-mudiir?	'ana
18.	man a^{c}ṭaa l-burtaqaal 'ila l-mara?	niḥna
19.	man a^{c}ṭaa s-sayyaara 'ila l-muhandis?	'inta
20.	man 'ajaa min 'abu δ̣abi 'ams?	iʃ-ʃeex zaayed
21.	man 'ajaa 'ila ʃ-ʃuγul il-yoom ba^{c}d iδ̣-δ̣uhr?	il-'awlaad
22.	man 'ajaa ma^{c} iʃ-ʃeex il-yoom?	'intum
23.	man 'ajaa ^{c}ala ṭayyaarat iʃ-ʃarq il-'awsaṭ?	

Drill 15 Variable Substitution

Base Sentence: huwa ḥaṭṭ il-mooz hini.

'He put the bananas here.'

1. 'il-'awlaad
2. niḥna
3. 'inta
4. 'il-burtaqaal
5. samiira
6. 'ana
7. 'it-tuffaaḥ
8. 'intin
9. huwa
10. ḥabb
11. saalem
12. zawijti
13. hin
14. 'il-baqlaawa
15. 'il-kibbi
16. 'intum
17. 'ana
18. 'il-ḥummos
19. 'il-kitaab
20. ḥasan
21. 'awlaadi
22. 'inta
23. 'inti
24. 'intum

Drill 16 Question - Answer

These questions are based on the BASIC TEXT of UNIT 17.

1. ʃuu 'ism ṣadiiqii?
2. min ween ṣadiiqii kariim?
3. ween baɣdaad?
4. hal kariim fii baɣdaad halḥiin?
5. gabil kam sana kariim kaan yiʃtaɣel ma^c il-ḥukuuma?
6. ʃuu kaan yiʃtaɣel kariim? fii 'ayya wazaara?
7. kam sana kariim 'iʃtaɣal mu^{c}allim?
8. 'ila 'ayya balad raaḥ ṣadiiqii ba^{c}dma ʃtaɣal mu^{c}allim?
9. leeʃ raaḥ 'ila l-qaahira?
10. ween mawjuuda jaami^{c}at il-qaahira?
11. mata kariim yiriid yirja^c 'ila baɣdaad?
12. hal kariim raayeḥ yiʃtaɣel fii madrasa ṣaɣiira?
13. ʃuu raayeḥ yi^{c}mal?

UNIT 19

I. BASIC TEXT

fi s-suuq (iii)

'ams ʃeexa raaḥat 'ila s-suuq li'an hiya raadat tiʃtiri baamya wa beeδinjaan 'aswad wa filfel 'axδ̣ar. ʃeexa ʃaafat 'amiina fi s-suug wa gaalat laha:

	ween raayeḥa yaa 'amiina?
'amiina:	'ila s-suug. 'ariid 'aʃtiri laḥam wa ᶜeeʃ wa baṭṭiix wa baamya wa filfel 'aswad ḥaarr. ᶜindana δ̣uyuuf bukra fi l-beet. 'ariid 'aṭbax 'akel ᶜarabi.
ʃeexa :	'il-baṭṭiix il-yoom γaali kaθiir. fii tuffaaḥ 'aḥmar labnaani fi s-suug muʃ γaali kaθiir.
'amiina:	kam?
ʃeexa :	il-kiilo bi miya w xamsiin fils.
'amiina:	ṣaḥiiḥ, muʃ γaali kaθiir. mumkin fii tuffaaḥ kaθiir fi s-suug.
ʃeexa :	'ana ridt 'aʃtiri mooz. 'il-mooz fi s-suuq kullah 'axδ̣ar.
'amiina:	'inti tigdariin tiʃtiriin mooz 'axδ̣ar halḥiin wa baᶜdeen yiṣiir 'aṣfar. hal tiriidiin tajiin taakiliin maᶜna bukra:
ʃeexa :	ʃukran yaa 'amiina. 'ana raayeḥa 'ajii 'aakil maᶜkum.
'amiina:	'ahlan wa sahlan.

II. TRANSLATION

At the Market

Yesterday ʃeexa went to the market because she wanted to buy okra, black eggplant and green peppers. ʃeexa saw Amina in the market and said to her:

Where are you going Amina?

Amina: To the market. I want to buy meat, rice, watermelons, okra and hot black peppers. We have guests tomorrow at home. I want to cook Arabic food.

ʃeexa: Watermelons are very expensive today. There are Lebanese red apples in the market. They are not expensive.

Amina: How much?

ʃeexa: 150 fils per kilo.

Amina: True. They aren't very expensive. Maybe there are a lot of apples in the market.

ʃeexa: I wanted to buy (some) bananas. All of the bananas in the market are green.

Amina: You can buy green bananas now, and later they will turn yellow. Do you want to come to eat with us tomorrow?

ʃeexa: Thanks, Amina. I will come to eat with you.

Amina: You're welcome.

III. VOCABULARY

tiʃtiri	she buys; you (m.s.) buy
baamya	okra
beeδinjaan	eggplant
'aswad (f. sooda)	black (m.)
filfel	pepper (m.)
'axδ̣ar	green (m.)
baṭṭiix	watermelons
δ̣uyuuf	guests (m.)
'aṭbax	I cook
'aḥmar (f. ḥamra)	red
'aṣfar (f. ṣafra)	yellow

IV. ADDITIONAL VOCABULARY

loon	color (m.)
tuffaaḥa	an apple (f.)
burtaqaala	an orange (f.)
mooza	a banana (f.)
beeδinjaana	an eggplant (f.)
jiḥḥa	a watermelon (f.)
baṭṭiixa	a cantaloupe (f.)
xyaara	a cucumber
xassa	a head of lettuce
fijela	a radish
filfela	a pepper
δ̣eef	a guest (m.)
'azrag (f. zarga)	blue
binni (f. binniyya)	brown
burtaqaali (f. burtaqaaliyya)	orange
ramaadi (f. ramaadiyya)	gray
δahabi (f. δahabiyya)	gold
'abyaδ̣ (f. beeδ̣a)	white
yiḥaṣṣel	he finds; he gets

V. GRAMMAR

1. Equational Sentences (see UNIT 1, VI, 1, and UNIT 10, V ,2)

The predicate of an equational sentence can be a color adjective. Examples:

'al-kitaab 'aḥmar.	'The book is red (m.).'
'at-tuffaaḥa ḥamra.	'The apple is red (f.).'
haaδi t-tuffaaḥa ḥamra.	'This apple is red.'
(cf. haaδi tuffaaḥa ḥamra.	'This is a red apple.')

2. Verbs - Present Tense

Three present tense verbs are presented in this lesson. The stems of these verbs are: -ḥaṣṣel 'to find'; to get', -ṭbax- 'to cook', and -ʃtiri- 'to buy'.

Pronoun	Verb	Verb	Verb
huwa	yiḥaṣṣel	yiṭbax	yiʃtiri
hum	yiḥaṣṣeluun	yiṭbaxuun	yiʃtiruun
hiya	tiḥaṣṣel	tiṭbax	tiʃtiri
hin	yiḥaṣṣelin	yiṭbaxin	yiʃtirin
'inta	tiḥaṣṣel	tiṭbax	tiʃtiri
'intum	tiḥaṣṣeluun	tiṭbaxuun	tiʃtiruun
'inti	tiḥaṣṣeliin	tiṭbaxiin	tiʃtiriin
'intin	tiḥaṣṣelin	tiṭbaxin	tiʃtirin
'ana	'aḥaṣṣel	'aṭbax	'aʃtiri
niḥna	niḥaṣṣel	niṭbax	niʃtiri

3. Verbs - Past Tense

Below are the conjugations of the past tense verbs in 2. above. The stems are: ḥaṣṣal- 'he found; he got', ṭabax- 'he cooked' and ʃtara- 'he bought.'

Stem huwa	hum	hiya	hin	'inta/ 'ana	'intum	'inti	'intin	niḥna
ḥaṣṣal	__uu	__at	__in	__t	__tum	__ti	__tin	__na
ṭabax	__uu	__at	__in	__t	__tum	__ti	__tin	__na
ʃtara	__uu	__at	__in	__t	__tum	__ti	__tin	__na

4. Adjectives - Gender

Two classes of color adjectives are presented in this lesson. Each color adjective of the first class has the pattern (masculine form) '$aC_1C_2aC_3$. This pattern transforms into $C_1aC_2C_3a$ for the feminine form.

Examples:	'aḥmar	ḥamra	'red'
	'aṣfar	ṣafra	'yellow'
	'axδ̣ar	xaδ̣ra	'green'
	'azrag	zarga	'blue'
Exceptions:	'aswad	sooda	'black'
	'abyaδ̣	beeδ̣a	'white'

The other class has an -i ending. This -i ending transforms into -iyya for the feminine form.

Examples:	binni	binniyya	'brown'
	burtaqaali	burtaqaaliyya	'orange'
	δahabi	δahabiyya	'gold'
	ramaadi	ramaadiyya	'gray'

(cf. 'amrikaani(m.) 'amrikaaniyya(f.) 'an American')

VI. DRILLS

Drill 1 Question - Answer

a. S_1 asks the question: ʃuu loon haaδa?

'What color is this (m.)?'

S_2 answers the question using the name of the color supplied by the teacher. Change roles at mid-point.

Example:	S_1:	ʃuu loon haaδa?	'What color is this (m.)?'
	T:	'aḥmar.	'red(m.)'
	S_2:	haaδa 'aḥmar.	'This is red (m.).'

1. ʃuu loon haaδa? 'aḥmar
2. ʃuu loon haaδa? 'aṣfar
3. ʃuu loon haaδa? 'axδ̣ar
4. ʃuu loon haaδa? 'azrag
5. ʃuu loon haaδa? binni
6. ʃuu loon haaδa? burtaqaali
7. ʃuu loon haaδa? ramaadi
8. ʃuu loon haaδa? δahabi
9. ʃuu loon haaδa? 'aswad
10. ʃuu loon haaδa? 'abyaδ̣
11. ʃuu loon haaδa? ramaadi

b. Follow the same procedure as in a. above, using the feminine.

Example: S_1 : ʃuu loon haaδi? 'What color is this (f.)?'
T : ḥamra 'red (f.) '
S_2 : haaδi ḥamra. 'This is red (f.).'

Drill 2 Chain

Example: S_1 : ʃuu haaδa? 'What is this (m.)?'
T : qalam 'pen '
S_2 : haaδa qalam. 'This is a pen.'
S_1 : ʃuu loonah? 'What color is it?'
T : 'aḥmar 'red '
S_2 : loonah 'aḥmar. 'Its color is red.'

1. tuffaaḥ 'aḥmar
2. burtaqaal burtaqaali
3. mooz 'aṣfar

11. zibid 'aṣfar
12. jibin 'axδ̣ar
13. kursii binni

4.	beeδinjaan	'aswad	14.	daftar	'azrag
5.	jiḥḥ	'axδ̣ar	15.	kitaab	ramaadi
6.	fijel	'aḥmar	16.	qalam	azrag wa 'aḥmar
7.	xyaar	'axδ̣ar	17.	baab	binni
8.	xass	'axδ̣ar	18.	qalam	δahabi
9.	baṭṭiix	'aṣfar	19.	^{c}eeʃ	'aṣfar
10.	beeδ̣	'abyaδ̣	20.	ʃakar	binni

Drill 3 Chain

Follow the same procedure as in Drill 2 above, using the feminine.

Example: S_1 : ʃuu haaδi? 'What is this (f.)?'
T : baamya 'okra '
S_2 : haaδi baamya 'This is okra.'
S_1 : ʃuu loonha? 'What color is it?'
T : 'axδ̣ar 'green (m.) '
S_2 : loonha 'axδ̣ar 'Its color is green.'

1.	baamya	'axδ̣ar	9.	sayyaara	'abyaδ̣
2.	tuffaaḥa	'aṣfar	10.	tayyaara	'azrag
3.	burtaqaala	burtaqaali	11.	beeδ̣a	'abyaδ̣
4.	mooza	'axδ̣ar	12.	teebel	binni
5.	jiḥḥa	'aḥmar	13.	makiina	ramaadi
6.	xassa	'axδ̣ar	14.	dariiʃa	δahabi
7.	beeδinjaana	'aswad	15.	binaaya	'axδ̣ar
8.	baṭṭiixa	'aṣfar	16.	janṭa	'aswad

Drill 4 Transformation

When you hear huwa 'aḥmar 'It is red (m.).', say hiya ḥamra 'It is red (f.).', and vice versa.

1. huwa 'azrag
2. hiya beeδ̣a
3. hiya ṣafra
4. huwa 'axδ̣ar
5. huwa 'aswad
6. hiya binniyya
7. huwa burtaqaali
8. hiya zarga
9. huwa ramaadi
10. huwa 'aṣfar
11. hiya sooda
12. huwa 'axδ̣ar
13. huwa binni
14. hiya burtaqaaliyya
15. huwa ramaadi
16. huwa δahabi
17. hiya ḥamra
18. huwa 'abyaδ̣
19. huwa 'aswad
20. hiya zarga

Drill 5 Combination

Example: T: haaδa kitaab. 'al-kitaab 'aḥmar.
'This is a book. The book is red.'
S: haaδa l-kitaab 'aḥmar. 'This book is red.'
T: haaδi dariiʃa. 'ad-dariiʃa beeδ̣a.
This is a window. The window is white.'
S: haaδi d-dariiʃa beeδ̣a. 'This window is white.'

1. haaδi burtaqaala. 'al-burtaqaala xaδ̣ra.
2. haaδi tuffaaḥa. 'at-tuffaaḥa ḥamra.
3. haaδa mooz. 'al-mooz 'aṣfar.
4. haaδa beeδinjaan. 'al beeδinjaan 'aswad.
5. haaδi beeδinjaana. 'al-beeδinjaana sooda.
6. haaδa baab. 'al-baab 'axδ̣ar.

7. haaδa daftar. 'ad-daftar binni.
8. haaδi makiina. 'al-makiina sooda.
9. haaδa kursi. 'al-kursi 'aṣfar.
10. haaδi ṭayyaara. 'aṭ-ṭayyaara ṣafra.
11. haaδi sayyaara. 'as-sayyaara beeδ̣a.
12. haaδa qalam. 'al-qalam δahabi.
13. haaδi binaaya. 'al-binaaya binniyya.
14. haaδi janṭa. 'al-janṭa zarga.
15. haaδa leet. 'al-leet 'abyaδ̣.

Drill 6 Chain

The teacher gives two words; S_1 makes a statement; S_2 asks a question; S_3 answers in the affirmative.

Example: T : kitaab ---- 'aḥmar 'book ----red'

S_1: kitaabi 'aḥmar. 'My book is red.'

S_2: hal kitaabak 'aḥmar kamaan?

'Is your book red also?'

S_3: na^{c}am. kitaabi 'aḥmar kamaan.

'Yes, my book is red also.'

1.	qalam	'aṣfar	11.	mooza	ṣafra
2.	kitaab	'aḥmar	12.	baṭṭiixa	ṣafra
3.	daftar	binni	13.	jiḥḥa	ḥamra
4.	sayyaara	beeδ̣a	14.	maktab	'axδ̣ar
5.	sayyaara	sooda	15.	sayyaara	beeδ̣a
6.	saa^{c}a	δahabiyya	16.	saa^{c}a	ṣafra
7.	ḥijra	beeδ̣a	17.	makiina	ramaadiyya
8.	tuffaaḥa	ḥamra	18.	kitaab	burtaqaali
9.	burtaqaala	xaδ̣ra	19.	daftar	'azrag
10.	ṭayyaara	binniyya	20.	qalam	'aṣfar

Drill 7 Chain

Use the same pairs as in Drill 6 above for these patterns:

Example: T : qalam ---- 'aḥmar 'pen(cil) ---- red'

S_1: qalamaha 'aḥmar. 'Her pen(cil) is red.'

S_2: hal qalamitʃ 'aḥmar kamaan?

'Is your (f.s.) pen(cil) red too?

S_3: na^{c}am. qalamii 'aḥmar kamaan.

'Yes, my pen(cil) is red too.'

Drill 8 Chain

Use the same pairs as in Drill 7 above for these patterns:

Example: T : qalam ----'aḥmar 'pen(cil) ---- red'

S_1: qalamah 'aḥmar. 'His pen(cil) is red.'

S_2: hal qalamahum 'aḥmar kamaan?

'Is their (m.p.) pen(cil) red too?'

S_3: na^{c}am. qalamahum 'aḥmar kamaan.

'Yes, their pen(cil) is red too.'

Drill 9 Chain

Use the same pairs as in Drill 8 above for these patterns:

Example: T : qalam ---- 'aḥmar 'pen(cil) ---- red'

S_1: qalamak 'aḥmar. 'Your (m.s.) pen(cil) is red.'

S_2: hal qalamakum 'aḥmar kamaan?

'Is your (m.p.) pen(cil) red too?'

S_3: na^{c}am. qalamana 'aḥmar kamaan.

'Yes, our pen(cil) is red too.'

Drill 10 Chain

Example: T : qalam ---- 'aṣfar 'pen(cil) ---- yellow'

S_1: 'il-qalam 'aṣfar. 'The pen(cil) is yellow.'

T : δahabi 'gold'

S_2: laa. 'il-qalam muʃ 'aṣfar. huwa δahabi.

No, the pen(cil) is not yellow. It is gold.'

1. mooz ---- 'axδ̣ar
   'aṣfar
2. beeδinjaan ---- 'aḥmar
   'aswad
3. baamya ---- ṣafra
   xaδ̣ra
4. jiḥḥ ---- 'aṣfar
   'aḥmar
5. baṭṭiix ---- 'aḥmar
   'aṣfar
6. xyaar ---- 'abyaδ̣
   'axδ̣ar
7. xass ---- binni
   'axδ̣ar
8. fijel ---- ramaadi
   'aḥmar
9. filfel ---- 'azrag
   'axδ̣ar
10. tuffaaḥ ---- 'aswad
    'aḥmar
11. qalam ---- ramaadi
    δahabi
12. kitaab ---- binni
    burtaqaali
13. beeδ̣ ---- 'abyaδ̣
    'abyaδ̣ wa 'aḥmar
14. sayyaara ---- sooda
    sooda w beeδ̣a
15. kursi ---- 'aṣfar
    'aṣfar wa binni
16. filfel ---- 'axδ̣ar
    'axδ̣ar wa 'aḥmar

Drill 11

The teacher gives two words, e.g., tuffaaḥa 'an apple' and ḥamra 'red'; the class gives the statement: haaδi t-tuffaaḥa ḥamra 'This apple is red.'

1. kitaab ---- burtaqaali
2. baamya ---- xaδ̣ra

11. baṭṭiix ---- 'aḥmar
12. baṭṭiixa ---- ḥamra

3. jiḥḥa ---- ḥamra
4. beeδinjaan ---- 'aswad
5. xass ---- 'axδ̣ar
6. xyaar ---- 'axδ̣ar
7. fijel ---- 'aḥmar
8. filfel ---- 'axδ̣ar
9. xassa ---- xaδ̣ra
10. beeδinjaana ---- sooda
13. xyaara ---- kabiira
14. xyaar ---- γaali
15. burtaqaal ---- raxiis
16. mooz ---- ṭayyeb
17. gahwa ---- ṭayyeba
18. tʃaay ---- 'aswad
19. sayyaara ---- binniyya
20. kitaab ---- ramaadi

Drill 12 Transformation

Base Sentence: huwa yiʃtari laḥam kull yoom.
'He buys meat every day.'

1. hiya
2. 'ana
3. ḥinna
4. hum
5. burtaqaal
6. baṭṭiix
7. 'intum
8. 'inti
9. baamya
10. tuffaaḥ
11. hin
12. beeδinjaan
13. huwa
14. 'ana
15. 'aṭbax
16. huwa
17. hum
18. niḥna
19. baamya
20. hiya
21. 'intin
22. hin

Drill 13 Transformation

Base Sentence: huwa yiḥaṣṣel xyaar fi s-suug.
'He finds cucumbers in the market.'

1. hiya
2. 'intin
8. filfel
9. baamya
15. beeδinjaan
16. mooz

3. 'ana
4. 'inta
5. fijel
6. xass
7. negative
10. statement
11. question
12. ḥinna
13. hum
14. 'intum
17. 'inti
18. hin
19. jiḥḥ
20. baṭṭiix
21. ṭamaaṭ

Drill 14 Variable Substitution

Base Sentence: 'ana 'ariid 'aʃtiri kitaab.

'I want to buy a book.'

1. daftar
2. qalam
3. huwa
4. beet
5. ṭamaaṭ
6. negative
7. hin
8. tiṭbax
9. baamyə
10. statement
11. beeδinjaan
12. ḥinna
13. niḥaṣṣel
14. huwa
15. 'aswad
16. 'aḥmar
17. hum
18. 'inti
19. 'inta
20. 'intum
21. hiyə

Drill 15 Transformation

Change to the past:

1. hum yiṭbaxuun baamya wa laḥam kull yoom.
2. ḥinna niʃtiri xyaar il-yoom.
3. 'ana 'ariid 'aakil 'akel ᶜarabi.
4. 'ana maa 'aʃtiri tuffaaḥ li'an it-tuffaaḥ γaali.
5. hiya tibγa tiḥaṣṣel sayyaara jadiida.
6. 'inti triidiin taakiliin kabaab wa ṣalaṭa, muʃ ṣaḥiiḥ?
7. huwa yiriid yiʃtiri baqlaawa.
8. hum yiʃtiruun laḥam min is-suug.
9. 'ana 'aḥaṣṣel qalam 'aḥmar.
10. 'intum tiʃtiruun θalaaθ kyaasaat ᶜeeʃ kull yoom.

11. hiya tiʃtiri ᶜaʃar kyaasaat laḥam kull 'usbuuᶜ.
12. hiya tiḥaṣṣel baamya fi s-suug kull ʃahar.
13. 'inti tiḥaṣṣeliin gahwa ᶜarabiyya hunaak.
14. hiya tiṭbax ᶜeeʃ wa laḥam il-yoom.
15. 'ana 'aṭbax baamya wa laḥam kamaan.
16. 'inti tiṭbaxiin beeδinjaan wa ṭamaaṭ.
17. huwa yiḥaṣṣel kabaab fii haaδa l-maṭᶜam.
18. hum yiḥaṣṣeluun kibbi wa baaba γannuuj hini.
19. 'inta tiʃtiri baqlaawa min is-suug.
20. 'intum tiṭbaxuun kibbi kull 'usbuuᶜ.

Drill 16 Transformation

Change to the negative:

1. 'id-daxtoor jumᶜa 'ajaa min baγdaad 'ams.
2. kariima 'istaraaḥat gabilma 'akalat.
3. 'il-banaat raaḥin 'ila l-madrasa ṣ-ṣubḥ.
4. darast ᶜarabi saaᶜateen 'ams il-masa.
5. 'il-'awlaad ʃirbuu gahwa 'amrikaaniyya fi l-maktab.
6. 'inta lamma 'ajeet kunt juuᶜaan kaθiir.
7. hin ʃaafin haaδa l-filem gabil sanateen.
8. 'intin baγeetin taakilin kibbi wa ḥummoṣ hunaak.
9. niḥna 'iʃtaγalna fii s-saᶜdiyyaat θalaaθ sanawaat.
10. 'ana kunt taᶜbaan 'ams wa ridt 'aruuḥ 'anaam.
11. 'intum 'ajeetum maᶜ iʃ-ʃeex zaayed, ṭawiil il-ᶜumr.
12. huwa raaḥ 'ila l-bank wa saḥab fuluus.
13. niḥna ruḥna 'ila l-jaamiᶜa wa ʃufna matḥaf il-jaamiᶜa.
14. hiya ᶜarafat keef taktib 'ismaha bi l-'ingliizi.
15. 'ana gult 'ariid 'aruuḥ 'ila daxtoor il-'asnaan.

Drill 17 Question - Answer

The following questions are based on the BASIC TEXT.

1. ween raaḥat ʃeexa 'ams?
2. leeʃ raaḥat ʃeexa 'ila s-suug?
3. hal hiya raadat tiʃtiri filfel 'aswad?
4. hal hiya raadat tiʃtiri beeδinjaan 'aḥmar?
5. ʃeex ʃaafat man fi s-suug?
6. ween kaanat raayeḥa 'amiina?
7. ʃuu 'amiina raadat tiʃtiri?
8. man raad yiʃtiri filfel 'axδ̣ar?
9. man raayeḥ yajii 'ila beet 'amiina?
10. hal il-baṭṭiix γaali l-yoom?
11. ʃuu loon it-tuffaaḥ il-labnaani fi s-suug?
12. kam kiilo t-tuffaaḥ?
13. leeʃ it-tuffaaḥ raxiiṣ il-yoom?
14. hal fii mooz 'aṣfar fi s-suug?
15. ʃuu gaalat 'amiina ^{c}an il-mooz il-'axδ̣ar?
16. gabilma raaḥat ʃeexa ʃuu gaalat 'amiina laha?
17. hal ʃeexa raayeḥa taruuḥ ^{c}indahum fi l-beet?

UNIT 20

I. DIALOG

fi markaz il-buḥuuθ

^{c}ali: 'ana jaay min ṭaraf il-ḥukuuma. 'ajeet li'ajel 'aʃuuf maʃruu^{c}akum. hal mumkin trawwiinii l-maʃruu^c?

jamiil: ḥaaδ̣er. 'ahlan wa sahlan.

^{c}ali: 'ana sama^{c}t ^{c}an haaδa l-maʃruu^c, wa huwa maʃruu^c kabiir, muʃ ṣaḥiiḥ?

jamiil: ṭab^{c}an. haaδa huwa maʃruu^c 'abu δ̣abi wa huwa taḥt 'iʃraaf jaami^{c}at 'arizoona fii tuṣaan. niḥna kullana muhandisiin ziraa^{c}iyyiin wa mikanikiyyiin wa kiimawiyyiin wa madaniyyiin.

^{c}ali: ʃuu haδeel il-binaayaat?

jamiil: haaδi l-byuut 'ismaha bi l-^{c}arabi mustanbataat, ya^{c}nii griinhawziz bi l-'ingliizi. niḥna nazra^c fiiha nabaataat ya^{c}nii fawaakeh wa xiδ̣ar, miθel iṭ-ṭamaat wa l-malfuuf wa l-jizar wa l-luubya.

^{c}ali: min ween tasguun haδeel in-nabaataat?

jamiil: nasgiiha min il-mayy il-maaleḥ 'illi yajii min il-baḥar. il-mayy yajii fii haδeel il-pampaat.

^{c}ali: wallaahi haaδa maʃruu^c kabiir wa mufiid. muwaffaqiin yaa sayyed jamiil. fii maanilla.

jamiil: ma^c is-salaama. 'inʃalla naʃuufak ba^{c}deen.

II. TRANSLATION

At the Research Center

Ali: I am sent by the government. I came to see your project. Will you please show me the project?

Jim: All right. You are welcome.

Ali: I have heard about this project, and it's a big project, isn't it?

Jim: Certainly. This is the Abu Dhabi Project, and it is under the supervision of the University of Arizona in Tucson. We, all of us, are agricultural, mechanical, chemical, and civil engineers.

Ali: What are these buildings?

Jim: These houses are called "mustanbataat" in Arabic; i.e., "greenhouses" in English. We plant in them plants, i.e,, fruits and vegetables, such as tomatoes, cabbage, carrots, and beans.

Ali: Where do you irrigate these plants from?

Jim: We irrigate them from the salt water which comes from the sea. The water comes into these pumps.

Ali: Gee! This is a big and useful project. Good luck, Mr. Jim. Good-bye.

Jim: Good-bye. See you later!

III. VOCABULARY

markaz	center (m.)
buḥuuθ	researches
jaay	coming (m.s.)
li'ajel	for the purpose of, for; in order to, to

min ṭaraf	(from the side of) from; sent by
maʃruuᶜ	project (m.)
(hal) mumkin...?	Is it possible that...?
trawwiinii	you (m.s.) show me
samaᶜt (ᶜan)	I heard (about); I listend to; I heeded
ṭabᶜan	certainly; of course
taḥt	under
'iʃraaf	supervision (m.)
mikaniiki	mechanical (m.)
kiimaawi	chemical (m.)
madani	civil (m.)
mustanbat	greenhouse (m.)
mustanbataat	greenhouses
yaᶜnii	that is to say; I mean...
nazraᶜ	we plant
nabaat	plant (m.)
nabaataat	plants
fawaakeh	fruits
xiδ̣ar	vegetables
miθel, miθl	such as; like
malfuuf	cabbage (m.)
jizar	carrots (m.)
luubya	beans
tasg̣uun	you (m.s.) water, irrigate
maaleḥ	salty (m.)
'illi	(relative pronoun) who, that; which; whom
baḥar	sea (m.)

pamp	pump (f.)
pampaat	pumps
wallaahi	gee! by God!
mufiid	useful (m.)
muwaffaq	good luck

IV. GRAMMAR

1. li'ajel 'to, in order to, so that; for, for the purpose of' can be followed by a clause or a phrase. Examples:

'ajeet li'ajel 'aakil. 'I came in order to eat,' or
'I came so that I may eat.'
'ajeet li'ajel il-'akel. 'I came for the food.'
ruḥt li'ajel 'aʃrab gahwa. 'I went to drink coffee.'
ruḥt li'ajel il-gahwa. 'I went for the coffee.'

2. Verbs - Present Tense

These are the stems of the present tense verbs presented in this lesson: -rawwii- 'to show', -zra^{c}- 'to plant,' and -sgii- 'to water, irrigate'. -rawwii- and -sgii- are conjugated like -jii- 'to come.'

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	yirawwii	yasgii	'intum	tirawwuun	tasguun
hum	yirawwuun	yasguun	'inti	tirawwiin	tasgiin
hiya	tirawwii	tasgii	'intin	tirawwin	tasgin
hin	yirawwin	yasgin	'ana	'arawii	'asgii
'inta	tirawwii	tasgii	niḥna	nirawwii	nasgii

-zra^{c} is conjugated like any other triradical verb.

3. Verbs - Past Tense

sama^c- 'he heard; he listened to; he heeded' and zara^c- 'he planted' are conjugated like any other regular triradical verb:

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	sama^c	zara^c	'intum	sama^{c}tum	zara^{c}tum
hum	sama^{c}uu	zara^{c}uu	'inti	sama^{c}ti	zara^{c}ti
hiya	sama^{c}at	zara^{c}at	'intin	sama^{c}tin	zara^{c}tin
hin	sama^{c}in	zara^{c}in	'ana	sama^{c}t	zara^{c}t
'inta	sama^{c}t	zara^{c}t	niḥna	sama^{c}na	zara^{c}na

rawwaa- 'he showed' and sagaa- 'he watered, irrigated' are defective verbs. (See UNIT 16, V, 1) They are conjugated like baɣaa- 'he wanted, liked' or 'ajaa- 'he came.'

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	rawwaa	sagaa	'intum	rawweetum	sageetum
hum	rawwuu	saguu	'inti	rawweeti	sageeti
hiya	rawwat	sagat	'intin	rawweetin	sageetin
hin	rawwin	sagin	'ana	rawweet	sageet
'inta	rawweet	sageet	niḥna	rawweena	sageena

4. Noun - Adjective Concord (See UNIT 3, VI, 4)

Adjectives in ADA are always post-nominal, and they always agree with the noun they modify in gender, number, and definiteness:

muhandis ziraa^{c}i	'an agricultural engineer (m.)'
muhandiseen ziraa^{c}iyyeen	'two agricultural engineers (m.)'
muhandisiin ziraa^{c}iyyiin	'agricultural engineers (m.)'

muhandisa ziraa^{c}iyya 'an agricultural engineer (f.)'

muhandisateen ziraa^{c}iyyateen 'two agricultural engineers (f.)'

muhandisaat ziraa^{c}iyyaat 'agricultural engineers (f.)'

5. ya^{c}nii 'that is to say, I mean' is used in this lesson only in this sense. It is, however, a fully fledged verb with the stem -^{c}nii- 'to mean'. It is conjugated like -jii- 'to come'. (See UNIT 7, VI, 2.)

6. The relative pronoun 'illi 'who, that; which; whom' is invariable. It does not change regardless of the gender, number, definiteness, or function of the antecedent. Examples:

'al-walad 'illi raaḥ hunaak... 'The boy who went there..'

'al-'awlaad 'illi raaḥuu hunaak... 'The boys who went there...'

'al-bint 'illi raaḥat hunaak... 'The girl who went there...'

'al-banaat 'illi raaḥin hunaak... 'The girls who went there...'

'al-mayy 'illi raaḥ hunaak... 'The water which went there...'

In the sentences above the subjects 'al-walad, 'al-'awlaad, 'al-bint, 'al-banaat, and al-mayy are the antecedents of the relative pronoun 'illi. They are in the nominative case because they are the subjects of the sentences. If the antecedent is in the accusative case, i.e., if it is the object of a transitive verb, then the verb following 'illi should have a suffixed (objective) pronoun referring back to the antecedent. Examples:

haaða huwa l-walad 'illi ʃufnaah fi s-suug.

'This is the boy whom we saw in the market.'

The suffixed (objective) pronoun -h is the object of ʃufna 'we saw' and it refers back to 'al-walad 'the boy.'

Other examples are:

haaδi hiya l-bint 'illi ʃufnaaha fi s-suug.

'This is the girl (whom) we saw in the market.'

haδeel hum il-'awlaad 'illi ʃufnaahum fi s-suug.

'These are the boys (whom) we saw in the market.'

haδeel il-banaat 'illi ʃuftahin fi s-suug.

'These are the girls (whom) I, you (m.s.) saw in the market.'

7. muwaffaq! is used to mean 'Good luck!' It is inflected for gender and number. You say:

muwaffaq	to a male,
muwaffaqa	to a female,
muwaffaqiin	to a group of males, and
muwaffaqaat	to a group of females.

8. malfuuf 'cabbage' and jizar 'carrots' are collective nouns (See UNIT 9, VI., 1). The unit nouns derived from these two collective nouns are:

malfuufa	'a head of cabbage'
jizara	'a carrot'

V. DRILLS

Drill 1 Variable Substitution

Base sentence: 'ana jaay min bayruut. 'I am coming from Beirut.'

1. he
2. she
3. 'abu δ̣abi
4. the post office
5. I
6. the greenhouse
7. they (m.)
8. the market

11. niḥna
12. the restaurant
13. the city
14. I
15. I (f.)
16. the Ministry of Agriculture
17. the Ministry of Health
18. they (m.)

9. the sea

10. you (m.p.)

19. the greenhouse

20. he

Drill 2 Transformation

'ajeet 'aʃuuf il-maʃruu^c → 'ajeet li'ajel 'aʃuuf il-maʃruu^c.

'I came to see the project. → 'I came in order to see the project.'

1. 'ajeet 'aʃuuf il-waziir.
2. 'ajeet 'aʃuuf il-baamya.
3. 'ajeet 'aʃuuf il-beeδinjaan.
4. 'ajeet 'aʃuuf il-xyaar.
5. 'ajeet 'aʃuuf il-xass.
6. 'ajeet 'aʃuuf il-baṭṭiix.
7. 'ajeet 'aʃuuf il-fijel.
8. 'ajeet 'aʃuuf il-filfel.
9. 'ajeet 'aʃtirii jiḥḥ.
10. 'ajeet 'aʃtirii malfuuf.
11. 'ajeet 'aʃtirii jizar.
12. 'ajeet 'aakil luubya.
13. 'ajeet 'aakil ḥummoṣ.
14. 'ajeet 'aakil kibbi.
15. 'ajeet 'aakil kabaab.
16. 'ajeet 'aḥaṣṣel beet.
17. 'ajeet 'aḥaṣṣel ʃuγul.
18. 'ajeet 'aḥaṣṣel filfel 'axδ̣ar.
19. 'ajeet 'aḥaṣṣel tuffaaḥ 'aḥmar.
20. 'ajeet 'aḥaṣṣel janṭa sooda.
21. 'ajeet 'aḥaṣṣel baṭṭiix 'aṣfar.
22. 'ajeet trawiini il-kitaab il-binni.
23. 'ajeet trawiini il-qalam iδ-δahabi.
24. 'ajeet trawiini is-sinama l-jadiida.
25. 'ajeet trawiini markaz il-buḥuuθ.
26. 'ajeet azra^c filfel 'axδ̣ar.

Drill 3 Transformation

hum 'ajuu yaʃuufuun il-maʃruu^c. → hum 'ajuu li'ajel yaʃuufuun il-maʃruu^c.

'They came to see the project.' → 'They came in order to see the project.

Use substitutions from Drill 2 above.

Drill 4 Transformation

hiya 'ajat taʃuuf il-maʃruu^c. → hiya 'ajat li'ajel taʃuuf il-maʃruu^c.

'She came to see the project.' → 'She came in order to see the project.'

Use substitutions from Drill 2 above.

Drill 5 Transformation

rawiinii l-maʃruu^c ⟶ hal mumkin trawiinii l-maʃruu^c?

'Show me the project.' 'Will you please show me the project?'

1. rawiinii l-mustanbat il-kabiir.
2. rawiinii markaz il-buḥuuθ.
3. rawiinii n-nabaataat.
4. rawiinii l-fawaakeh.
5. rawiinii l-baḥar.
6. rawiinii l-pampaat.
7. xiδnii 'ila l-maṭaar.
8. xiδnii 'ila l-mustanbataat.
9. xiδnii 'ila l-'uteel.
10. xiδnii 'ila s-sinama.
11. xiδnii 'ila ʃ-ʃarika.
12. xiδnii 'ila wazaarat il-ma^{c}aaref.
13. xiδnii 'ila l-binaaya.
14. xiδnii 'ila r-ra'iis.
15. 'a^{c}ṭiinii burtaqaala ṣaγiira.
16. 'a^{c}ṭiinii baamya xaδ̣ra.
17. 'a^{c}ṭiinii 'arba^c kyaasaat ^{c}eeʃ.
18. 'a^{c}ṭiinii darzan tuffaaḥ labnaani.
19. ʃuufanii fii maktab mudiir il-markaz.
20. ʃuufanii ba^{c}d iṣ-ṣaff.
21. ʃuufanii ba^{c}d bukra ṣ-ṣubḥ.
22. 'iftaḥ lii l-baab haδaak.

23. 'iftaḥ lii haaδi l-janṭa l-binniyya.

24. 'aazen lii kiilo baamya.

25. ḥaṣṣel lii qalam 'azrag.

Drill 6 Transformation

Base sentence: huwa yisma^c ^{c}an il-maʃruu^c.

'He hears about the project.'

1. hiya
2. 'ana
3. niḥna
4. hum
5. il-waziir
6. markaz il-buḥuuθ
7. 'intum
8. 'inti
9. il-baamya
10. tizra^{c}iin
11. iṭ-ṭamaaṭ
12. malfuuf
13. il-jizar
14. il-filfel il-'aḥmar
15. huwa
16. 'ana
17. niḥna
18. hiya
19. il-'axδ̣ar
20. luubya
21. hum
22. 'inta
23. hin
24. 'intin

Drill 7 Transformation

Base sentence: 'intum tizra^{c}uun il-mooz.

'You (m.p.) plant bananas.'

1. hiya
2. 'intin
3. 'ana
4. 'inta
5. il-fijel
6. il-malfuuf
7. il-xass
8. negative
9. il-jizar
10. il-baamya
11. statement
12. tasgii
13. hum
14. 'intum
15. il-beeδinjaan
16. hiya
17. il-baṭṭiix
18. iṭ-ṭamaaṭ
19. huwa
20. 'inti
21. tiʃtiri
22. hum
23. hin
24. 'intin

Drill 8 Transformation

Change to the past:

1. huwa yisma^c ^{c}an il-mustanbataat.

2. 'ana 'asma^c ^{c}an markaz il-buḥuuθ.

3. 'inta tizra^c xiδ̣ar fi l-mustanbat.

4. hin yizra^{c}in fawaakeh fi l-markaz.

5. hal 'inta tasgii in-nabaataat kull yoom?

6. na^{c}am. 'ana 'asgiihum kull yoom.

7. hiya maa tisma^c kaθiir li'an il-makiina tiʃtaγel.

8. hal 'intum tisma^{c}uun ^{c}an ʃuγlana?

9. na^{c}am. niḥna nisma^c ^{c}an ʃuγlakum kaθiir.

10. hum maa yisma^{c}uun is-sayyaara.

11. 'inti maa tisma^{c}iin kalaam 'abuutʃ.

12. 'intin tizra^{c}in luubya kull sana.

13. hal 'intum tizra^{c}uun xass qariib min il-baḥar?

14. laa. niḥna nizra^c xass ba^{c}iid ʃwayy ^{c}an il-baḥar.

15. hiya maa tizra^c mooz fi ʃ-ʃita.

16. ḥamad yasgii l-malfuuf kull yoom.

17. ʃeexa maa tasgii ṭ-ṭamaaṭ iṣ-ṣubḥ.

18. hal 'intum tasguun il-fawaakeh ba^{c}d iδ̣-δ̣uhr?

19. laa. ḥinna nasgii l-xiδ̣ar ba^{c}d iδ̣-δ̣uhr.

20. hal 'inta tisma^c kalaam 'abuuk?

21. na^{c}am. 'ana 'asma^c kalaam 'abuuya wa 'asma^c kalaam 'axuuya l-kabiir kamaan.

Drill 9 Combination

Examples: haaδa walad. 'al-walad raaḥ 'ila l-madrasa.
'This is a boy. The boy went to school.'
haaδa huwa l-walad 'illi raaḥ 'ila l-madrasa.
'This is the boy who went to school.'

1. haaδa walad. 'al-walad 'iʃtara ṭamaaṭ.

2. haaδi mara. 'al-mara ṭabaxat ^{c}eeʃ wa laḥam.

3. haδeel 'awlaad. 'al-'awlaad ḥaṣṣaluu l-kitaab.

4. haδeel muhandisiin. 'al-muhandisiin raaḥuu 'ila markaz il-buḥuuθ.

5. haaδi mu^{c}allima. 'al-mu^{c}allima raaḥat 'ila l-madrasa.

6. haaδi sikriteera. 'as-sikriteera katabat il-maktuub.

7. haδeel mu^{c}allimiin. 'al-mu^{c}allimiin 'ajuu min al-kweet.

8. haaδa musaa^{c}ed. 'al-musaa^{c}ed ḥaṭṭ il-janṭa fi l-maktab.

9. haaδa rajil. 'ar-rajil ḥabb il-gahwa l-^{c}arabiyya kaθiir.

10. haδeel 'awlaad. 'al-'awlaad 'akaluu baqlaawa.

11. haaδa mudiir. 'al-mudiir kaan fi l-^{c}een.

12. haaδa walad iʃ-ʃeex. walad iʃ-ʃeex ṣaar waziir.

13. haaδi bint ir-ra'iis. bint ir-ra'iis takallamat 'ams.

14. haaδi bint. 'al-bint baγat taakil kibbi fi l-maṭ^{c}am.

15. haaδa muhandis ziraa^{c}i. 'al-muhandis iz-ziraa^{c}i yiriid yiʃtaγel ma^{c}na.

16. haδeel muhandisiin kiimaawiyyiin. 'al-muhandisiin il-kiimaawiyyiin yiriiduun yaʃuufuun il-mustanbat.

17. haδeel muhandisiin mikaniikiyyiin. 'al-muhandisiin. il-mikaniikiyyiin yibγuun yaaruuhuun 'ila l-garaaj.

18. haaδa walad. 'al-walad fataḥ id-dariiʃa.

19. haaδa musaa^{c}ed. 'al-musaa^{c}ed zara^c il-baṭṭiix.

20. haδeel ṭayyaaraat. 'aṭ-ṭayyaaraat kaanuu fi l-maṭaar.

Drill 10 Combination

Combine the following sentences:

haaδa walad. 'ana ʃuft il-walad fi s-suug.

'This is a boy. I saw the boy in the market.'

haaδa huwa l-walad illi ʃuftah fi s-suug.

'This is the boy (whom) I saw in the market.'

1. haaδa beeδinjaan. huwa ṭabax il-beeδinjaan 'ams.
2. haaδi sayyaara. huwa 'iʃtara s-sayyaara.
3. haaδi baamya. hiya ṭabaxat il-baamya l-yoom.
4. haδeel muhandisiin. 'ana ʃuft il-muhandisiin fi l-markaz.
5. haδeel banaat. hiya 'axaδat il-banaat 'ila l-madrasa.
6. haδeel 'awlaad. ḥinna 'axaδna l-'awlaad hunaak.
7. haaδi fuluus. hiya saḥabat il-fuluus min il-bank.
8. haaδa xyaar. 'ana ḥaṣṣalt il-xyaar fi s-suug.
9. haaδa daftar. huwa ḥaṭṭ id-daftar ᶜala t-teebel.
10. haaδa laḥam. 'ana iʃtareet il-laḥam min is-suug.
11. haaδi dariiʃa. huwa fataḥ id-dariiʃa 'ams.
12. haaδi dariiʃa. hiya fataḥat id-dariiʃa 'ams.
13. haδeel daraayeʃ. huwa bannad id-daraayeʃ 'ams.
14. haaδi sayyaara. huwa 'iʃtara s-sayyaara l-'usbuuᶜ il-maaδ̣i.
15. haaδi burtaqaala. 'ana 'akalt il-burtaqaala.
16. haaδi tuffaaḥa. 'ana aᶜṭeet it-tuffaaḥa 'ila ᶜabdalla.
17. haδeel madaares. ḥinna ʃufna l-madares is-sana l-maaδ̣iya.
18. haaδa dars ṣaᶜb. ḥinna darasna d-dars.
19. haaδi gahwa ᶜarabiyya. ḥinna ᶜamalna l-gahwa.
20. haaδa kitaab. ḥinna katabna l-kitaab bi l-ᶜarabi.

Drill 11 Transformation

Follow the example:

Example: T: haaδa beet. 'This is a house.'
S: haaδa beet.
T: beet
S: beet yaᶜnii house bi l-'ingliizi.

1. haaδa mustanbat.
2. haδeel mustanbataat.
3. haaδi pamp.
4. haδeel pampaat.
5. haaδa muhandis madani.
6. haaδa nabaat.
7. haδeel nabaataat.
8. haaδa baḥar.
9. haaδa maʃruu^{c} mufiid.
10. haaδi muʃkila sa^{c}ba.
11. ʃuu loon il-qalam?
12. huwa kaan yiʃtaɣel ma^{c} il-ḥukuuma.
13. hiya maa kaan ^{c}indaha waqt.
14. 'ana a^{c}ṭeetak il-kitaab.
15. 'a^{c}ṭiini il-kursi l-'aṣfar.
16. muwaffaq yaa ḥamad.
17. muwaffaqa yaa saara.
18. nazzel il-makiina taḥt.
19. wallaahi maa ^{c}indii fuluus.
20. haaδa l-walad miθl 'axuuh.
21. loon il-qalam δahabi.
22. ^{c}indana l-yoom xams δ̣uyuuf.
23. niḥna ḥabbena l-xyaar.
24. 'ana 'a^{c}ṭeet jiḥḥ 'ila ṣadiiqii.
25. laa taʃiil il-janṭa s-sooda.
26. waaḥed min il-^{c}arab.

UNIT 21

I. DIALOG

fi l-mustanbat

ᶜali: marḥaba yaa sayyed jamiil.

jamiil: marḥabateen yaa sayyed ᶜali. 'ahlan wa sahlan. keef is-ṣiḥḥa?

ᶜali: al-ḥamdu lillaah. 'allaah yisallmak.

jamiil: haaδa l-mustanbat 'illi jiddaamak huwa "al-mustanbat raqam waaḥed", wa huwa 'akbar mustanbat fii haaδa l-maʃruuᶜ.

ᶜali: guul li yaa sayyed jamiil, keef darajat il-ḥaraara daaxel il-mustanbat?

jamiil: darajat il-ḥaraara muʃ ᶜaalya kaθiir--ḥawaali xamsa w sabᶜiin 'ila θamaaniin daraja farenhayt.

ᶜali: keef ir-ruṭuuba n-nisbiyya fi d-daaxel?

jamiil: 'ir-ruṭuuba n-nisbiyya muʃ ᶜaalya kaθiir. 'aᶜla ʃwayy min ruṭuubat il-jaww. 'inʃalla fahamt ʃwayy ᶜan il-maʃruuᶜ.

ᶜali: naᶜam. wallaahi haaδa zeen. ʃukran yaa sayyed jamiil.

jamiil: ᶜafwan. maᶜ is-salaama.

ᶜali: 'allaah yisallmak.

II. TRANSLATION

At the Greenhouse

Ali: Hello, Mr. Jamiil!

Jamiil: Hello, Mr. Ali! You are welcome. How are you?

Ali: Thanks to God. May God keep you safe.

Jamiil: This greenhouse which is in front of you is

"Greenhouse No. 1." It is the biggest greenhouse in this project.

Ali: Tell me, Mr. Jamiil, how is the temperature inside the greenhouse?

Jamiil: The temperature isn't very high. It is about 75-80°F.

Ali: How is the relative humidity inside?

Jamiil: The relative humidity isn't very high. It is a little higher than the relative humidity of the atmosphere. I hope you have learned a little about the project.

Ali: Yes. Gee, this is fine. Thanks, Mr. Jamiil.

Jamiil: You're welcome. Good-bye.

Ali: Good-bye.

III. VOCABULARY

yisallem	he protects; he keeps safe
jiddaam	in front of
raqam	number (m.)
'akbar	(with foll. noun) the biggest, the largest
guul li	say to me; tell me
ḥaraara	heat (f.)
daraja	degree; step (f.)
darajat il-ḥaraara	temperature (f.)
^{c}aalii	high (m.)
^{c}aalya	high (f.)
'ir-ruṭuuba n-nisbiyya	relative humidity (f.)
'id-daaxel	the inside (m.)
'a^{c}la (min)	higher (than)
'il-jaww	the atmosphere
fahamt	you (m.s.) I, understood

IV. ADDITIONAL VOCABULARY

'il-xaarej	the outside (m.)
sallem ^{c}ala	send my (or our) regards to
wara, xalf	behind
foog	up; above
taḥt	under; below
δ̣aγṭ	pressure (m.)
'aḥtaaj	I need
'aʃayyek	I check
'afham	I understand

V. GRAMMAR

1. Verbs - Present Tense

The stems of the three present tense verbs presented in this lesson are: -ḥtaaj- 'to need', -ʃayyek- 'to check', and -fham- 'to understand.' Their conjugations are regular.

2. Verbs - Past Tense

faham 'he understood' is the only past tense presented in this lesson. The past tense stem of -ʃayyek- 'to check' is ʃayyak 'he checked' which is conjugated like any other tri-radical verb. Below is a chart showing the conjugations of these two past tense verbs.

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	faham	ʃayyak	'intum	_____um	______um
hum	_____uu	______uu	'inti	_____ti	______ti
hiya	_____at	______at	'intin	_____tin	______tin
hin	_____in	______in	'ana	_____t	______t
'inta	_____t	______t	niḥna	_____na	______na

3. *Adjectives - Comparative and Superlative*

a. Comparative

i. Most comparative adjectives are formed from the positive (simple) form of the adjective according to the pattern '$aC_1C_2aC_3$. Example:

naδ̣iif 'clean' 'anδ̣af 'cleaner' (See *Drill 3a* of this lesson)

ii. Positive adjectives ending in -*ii* form their comparatives according to the pattern 'aC_1C_2a.

Example: γaalii 'expensive' 'aγla 'more expensive'

(See *Drill 3b* of this lesson)

iii. Some positive adjectives form their comparative forms by post-posing *'akθar* 'more' to the positive form. All color adjectives fall into this group. Examples:

δ̣aruuri 'necessary' δ̣aruuri 'akθar 'more necessary'

(See *Drill 3c* of this lesson)

The comparative should be followed by *min* to express Comparative + *than* in English. Example:

haaδa l-walad 'aṭwal min haδaak. 'This boy is taller than that.'

b. Superlative

The superlative is formed either by making the comparative definite, in which case there should be complete agreement:

'al-walad il-'akbar 'the oldest, biggest boy'

or by pre-posing the comparative to the noun. The resultant phrase comparative Adj. + N. is a construct phrase. We will concentrate on this latter pattern of forming superlatives since it has a higher frequency of occurrence in ADA; furthermore, there is no noun-adjective concord. Examples:

'atwal walad	'the tallest boy'
'ajmal bint	'the most beautiful girl'
'ajmal banaat	'the most beautiful girls'
'aṭwal 'awlaad	'the tallest boys'
'aṭwal binteen	'the tallest (two) girls'

Neither the comparative form nor the superlative form is inflected for gender or number. Examples:

walad 'aṭwal	'a taller boy'
bint 'aṭwal	'a taller girl'
'aṣγar walad	'the smallest, youngest boy'
'aṣγar bint	'the smallest, youngest girl'

4. daaxel 'inside', xaarej 'outside' and xalf, wara 'behind' are prepositions in ADA:

daaxel il-beet	'inside the house'
xaarej il-mustanbat	'outside the greenhouse'
xalf il-binaaya	'behind the building'

They can also function as nouns, in which case they should take the article prefix. Examples:

fi id-daaxel	'in the inside'
min id-daaxel	'from the inside'
'ila l-xaarej	'to the outside'
min il-xalf	'from behind'
min il-wara	'from behind'
'ila l-xalf	'backwards'
'ila l-wara	'backwards'
fi l-xalf	'at the back'

VI. DRILLS

Drill 1 Repetition

1. 'ana 'asallem ^{c}aleeh.
2. 'ana 'asallem ^{c}aleehum.
3. 'ana 'asallem ^{c}aleeha.
4. 'ana 'asallem ^{c}aleehin.
5. 'ana 'asallem ^{c}aleek.
6. 'ana 'asallem ^{c}aleekum.
7. 'ana 'asallem ^{c}aleetʃ.
8. 'ana 'asallem ^{c}aleekin.
9. hum yisallemuun ^{c}aleek.
10. hum yisallemuun ^{c}aleekum.
11. hiya tisallem ^{c}aleeh.
12. hiya tisallem ^{c}aleena.
13. hiya tisallem ^{c}alayy.
14. hiya tisallem ^{c}aleetʃ.
15. 'inta tisallem ^{c}aleehum.
16. 'inta tisallem ^{c}aleeha.
17. 'inti tisallemiin ^{c}aleehum.
18. 'inti tisallemiin ^{c}aleehin.
19. huwa yisallem ^{c}aleena.
20. huwa yisallem ^{c}aleekum.
21. hin yisallemin ^{c}alehin.
22. 'intin tisallemin ^{c}aleehin.

Drill 2 Transformation

Example:

huwa yaguul marḥaba 'ilak. huwa yisallem ^{c}aleek.

'He says, "Hi," to you (m.s.)' 'He sends his regards to you.'

1. 'ana 'aguul marḥaba 'ilak.
2. hiya taguul marḥaba 'ilak.
3. hiya taguul marḥaba 'ilha.
4. hiya taguul marḥaba 'ilhum.
5. hiya taguul marḥaba 'ilna.
6. hiya taguul marḥaba 'ilkum.
7. huwa yaguul marḥaba 'ilhin.
8. huwa yaguul marḥaba 'ilhum.
9. huwa yaguul marḥaba 'ilna.
10. hum yaguuluun marḥaba 'ilkum.
11. hum yaguuluun marḥaba 'ilkin.

12. hum yaguuluun marḥaba 'ilah.

13. hum yaguuluun marḥaba 'ilak.

14. 'ana 'aguul marḥaba 'ilah.

15. 'ana 'aguul marḥaba 'ilha.

16. 'ana 'aguul marḥaba 'ilhum.

17. ḥinna naguul marḥaba 'ilhum.

18. niḥna naguul marḥaba 'ilkum.

19. ḥinna naguul marḥaba 'ilha.

20. niḥna naguul marḥaba 'ilhin.

21. 'inta taguul marḥaba 'ilhum.

22. 'inti taguuliin marḥaba 'ilah.

Drill 3 Repetition

Example: raṭeb ⟶ 'arṭab 'humid ⟶ more humid'

a.	naδ̣iif	anδ̣af	jadiid	'ajdad
	waṣex	'awsax	qadiim	'aqdam
	kabiir	'akbar	qaṣiir	'aqṣar
	kaθiir	'akθar	ṭawiil	'aṭwal
	ṣaγiir	'aṣγar	δ̣a^{c}iif	'aδ̣^{c}af
	jamiil	'ajmal	qariib	'aqrab
	ba^{c}iid	'ab^{c}ad	raxiiṣ	'arxaṣ
	sa^{c}iid	'as^{c}ad	ṭayyeb	'aṭyab
b.	γaalii	'aγla		
	qawii	'aqwa		
	^{c}aalii	'a^{c}la		
c.	δ̣aruuri	δ̣aruuri 'akθar		
	mufiid	mufiid 'akθar		
	'aḥmar	'aḥmar 'akθar		

'aṣfar 'aṣfar 'akθar

'aswad 'aswad 'akθar

Drill 4 Transformation

ᶜindaha ḥijra naδ̣iffa. 'uxtaha ᶜindaha ḥijra 'anδ̣af.

'She has a clean room. 'Her sister has a cleaner room.'

1. ᶜindaha beet kabiir.
2. ᶜindaha fullus kaθiira.
3. ᶜindaha maktab naδ̣iif.
4. ᶜindaha kursii waṣex.
5. ᶜindaha walad ṣaγiir.
6. ᶜindaha qalam jamiil.
7. ᶜindaha kitaab jadiid.
8. ᶜindaha sayyaara qadiima.
9. ᶜindaha teebel qaṣiira.
10. ᶜindaha ᶜaayla saᶜiida.
11. ᶜindaha makiina qawiyya.
12. ᶜindaha bint δ̣aᶜiifa.
13. ᶜindaha qalam γaali.
14. ᶜindaha maktab qariib.
15. ᶜindaha mooz raxiiṣ.
16. ᶜindaha 'akel ṭayyeb.
17. ᶜindaha ṣaff δ̣aruuri.
18. ᶜindaha kitaab mufiid.

Drill 5 Transformation

T gives three words, two nouns and an adjective.

S uses the two nouns and the comparative form of the adjective.

Example: T: walad - bint - ṣaγiir 'boy - girl - young'

S: 'al-walad 'asγar min il-bint.

'The boy is younger than the girl.'

1. maktab - ṣaff - naδ̣iif
2. ḥijra - maktab - waṣex
3. bint - walad - kabiir
4. tuffaaḥ - burtaqaal - kaθiir
5. beeδinjaan - jiḥḥ - ṣaγiir
6. bayruut - 'al-qaahira - jamiil
11. ᶜali - saalem - qawii
12. ḥamad - ᶜabdalla - δ̣aᶜiif
13. nyuu york - detrayt - baᶜiid
14. landan - maṣer - qariib
15. taxi - baaṣ - γaali

7. sayyaarati - sayyaaratak - jadiid
8. 'al-quds - bayruut - qadiim
9. 'abuuya - 'abuuk - qaṣiir
10. 'axuuha - 'axuuya - ṭawiil

16. burtaqaal - mooz - γaali
17. talavizyoon-raadyo-mufiid
18. ṣaff - suγul - δ̣aruuri
19. kabaab - kibbi - ṭayyeb
20. sayyaara-ṭayyaara-zeen

('aḥsan min 'better than')

Drill 6 Transformation

T gives the positive form of the adjective; S_1 gives the comparative, and S_2 gives the superlative.

Example: T: haaδa l-walad ṭawiil. 'This boy is tall.'

S_1: haaδa l-walad aṭwal min haδaak il-walad. 'This boy is taller than that boy.'

S_2: haaδa 'aṭwal walad. 'This is the tallest boy.'

1. haaδa l-maktab naδ̣iif.
2. haaδi l-bint kabiira.
3. haaδi l-janṭa ṣaγiira.
4. haaδi l-fuluus kaθiira.
5. haaδi madiina jamiila.
6. haaδa l-mayy waṣex.
7. haaδi l-binaaya jadiida.
8. haaδa l-mudiir qadiim.
9. haaδi l-bint qaṣiira.
10. haaδi t-teebel ṭawiila.
11. haaδi l-^{c}aayla sa^{c}iida.
12. haaδi s-sayyaara qawiyya.
13. haaδa r-rajil δ̣a^{c}iif.
14. haaδi l-madiina ba^{c}iida.
15. haaδi l-jaami^{c}a qariiba.
16. haaδa l-laḥam raxiiṣ.
17. haaδi l-xiδ̣ar γaalya.
18. haaδa l-ḥummoṣ ṭayyeb.
19. haaδi l-fawaakeh δ̣aruuriyya.
20. haaδa l-kitaab zeen.
21. haaδi s-sayyaara zeena.
22. haaδa r-rajil sa^{c}iid.

Drill 7 Transformation

Example: a^{c}ṭiini kitaabii. 'Give me my book!'

T: hum 'they (m.)'

S: a^{c}ṭiihum kitaabahum. 'Give them (m.) their book!'

1. hiya
2. ḥinna
3. 'ana
4. huwa
5. hum
6. hiya
7. hin
8. 'intin
9. 'ana
10. niḥna
11. hin
12. hum
13. huwa
14. hin
15. 'ana

Drill 8 Transformation

Example: guul li. 'say to me; tell me'

T: hum 'they (m.)'

S: guul lahum 'Say to them; tell them'

1. hiya
2. ḥinna
3. 'ana
4. hin
5. hum
6. hiya
7. hin
8. huwa
9. 'ana
10. niḥna
11. hin
12. hum
13. huwa
14. they (f.)
15. I

Drill 9 Transformation

a. Example: 'i^{c}mal li gahwa 'Make coffee for me.'

T: huwa 'he'

S: 'i^{c}mal lah gahwa. 'Make coffee for him.'

1. hiya
2. ḥinna
3. 'ana
4. huwa
5. hum
6. hiya
7. hin
8. huwa
9. 'ana
10. niḥna
11. hin
12. hum
13. huwa
14. niḥna
15. 'ana

b. Repeat with 'iftaḥ li l-baab. 'Open the door for me.'

Drill 10 Variable Substitution

Base Sentence: 'ana fahamt il-kalaam.

'I understood the talk.'

1. 'inta
2. hiya
3. hum
4. mḥammad
5. 'amiina
6. 'il-'awlaad
7. 'ana
8. negative
9. ḥinna
10. 'intum
11. ^{c}araftum
12. statement
13. question
14. 'intin
15. 'inti
16. huwa
17. ʃeexa
18. il-'awlaad
19. 'ana
20. hin
21. 'intum

Drill 11 Substitution

a. **'ana** aḥtaaj musaa^{c}ed. 'I need an assistant.'

1. engineer
2. mechanical engineer
3. agricultural engineer
4. chemical engineer
5. civil engineer
6. fruits
7. vegetables
8. beans and cabbage
9. pump
10. carrots
11. employee
12. government employee
13. lot of money
14. salt
15. salty water
16. green pepper
17. black pepper
18. green cucumbers and meat
19. blue car
20. red car

b. Change 'ana 'I' to huwa 'he', hum 'they (m.)' and hiya 'she'.

Drill 12 Question - Answer

Group 1 asks the question: ween (il-)...? 'Where is (the)...?'

Group 2 answers the question: (il-)... + the prepositional phrase the teacher gives.

Change groups at mid-point.

Example: T: 'il-mudiir 'the director'

Group: ween il-mudiir? 'Where is the director?'

T: fi l-maktab 'in the office'

Group$_2$: 'il-mudiir fi l-maktab. 'The director is in the office.'

1.	'iṭ-ṭamaaṭ	fi l-mustanbat
2.	'il-maʃruu^c	fi s-sa^{c}diyyaat
3.	'il-qalam	taḥt il-kitaab
4.	'il-pamp	foog il-makiina
5.	'is-sayyaara	jiddaam il-maktab
6.	'il-mudiir	xaarej il-maktab
7.	'il-mu^{c}allim	jiddaam iṣ-ṣaff
8.	'is-sayyaara	wara l-maktab
9.	'il-binaaya	wara maktab il-bariid
10.	'il-garaaj	taḥt il-binaaya
11.	'il-'uteel	jiddaam il-maṭ^{c}am
12.	'il-'awlaad	xaarej iṣ-ṣaff
13.	'il-leet	foog il-makiina
14.	'it-talifoon	^{c}ala t-teebel
15.	'il-mu^{c}allim	ma^c il-'awlaad

Drill 13 Writing Drill

Fill in the correct preposition.

1. 'il-mu^{c}allim (wara, jiddaam, foog) iṣ-ṣaff.
2. 'il-kitaab (min, fii, ^{c}ala, 'ila) it-teebel.
3. hum yitkallamuun (^{c}an, ^{c}ala, taḥt) is-sikriteer.
4. 'ana 'agdar 'aktib 'ismii (bi, fii, min) l-^{c}arabi.
5. huwa saafar 'ila 'abu δ̣abi (bi, ^{c}ala, 'ila) ṭ-ṭayyaara.
6. halḥiin is-saa^{c}a ^{c}aʃara. 'ana halḥiin ^{c}indii ʃuγul. 'aʃuufak (gabel, fii, ba^{c}d) is-saa^{c}a ^{c}aʃara.

7. 'il-yoom maa fii ṭayyaara 'ila poorto pinyaasko. bukra maa yigdaruun yaruuḥuun hunaak li'an ᶜindahum ʃuγul kaθiir. mumkin hum yaruuḥuun 'ila poorto pinyaasko (ᶜala, fii, gabel, baᶜd) bukra.

8. 'il-garaaj muʃ foog il-binaaya. huwa (jiddaam, daaxel, xaarej, taḥt) il-binaaya.

9. huwa raaḥ 'ila bayruut min landan. huwa 'aja ('ila, min, ᶜala) landan.

10. halḥiin is-saaᶜa θnaᶜʃ iδ̣-δ̣uhr. 'ana raayeḥ 'aʃuuf il-mudiir is-saaᶜa waaḥeda (baᶜd, gabel, fii) iδ̣-δ̣uhr.

Drill 14 Repetition

1. huwa yiʃayyek darajat il-ḥaraara kull yoom.
2. huwa yiʃayyek iδ̣-δ̣aγṭ kull yoom.
3. hum yiʃayyekuun ir-ruṭuuba n-nisbiyya.
4. hum raayeḥiin yiʃayyekuun darajat il-ḥaraara bukra ṣ-ṣubḥ.
5. 'inta raayeḥ tiʃayyek il-makiina baᶜd nuṣṣ saaᶜa.
6. 'inta raayeḥ tiʃayyek il-pamp daaxel il-mustanbat.
7. 'intum tiʃayyekuun iδ̣-δ̣aγṭ kull saaᶜa.
8. 'ana laazem 'aʃayyek iδ̣-δ̣aγṭ kull rubᶜ saaᶜa.
9. 'ana laazem 'aʃayyek ir-ruṭuuba n-nisbiyya halḥiin.
10. hiya raayeḥa tiʃayyek iδ̣-δ̣aγṭ baᶜdeen.
11. hiya raayeḥa tiʃayyek il-makiina.
12. hiya raaḥat tiʃayyek darajat haraarat il-mustanbat.
13. 'ana ruḥt 'aʃayyek mayy il-baḥar.
14. huwa raaḥ yiʃayyek mayy il-baḥar.
15. hum raaḥuu yiʃayyekuun mayy il-baḥar.

Drill 15 Variable Substitution

'ana ruḥt li'ajel 'aʃtiri ṭamaat. 'I went to buy tomatoes.'

1. laḥam
2. ^{c}eeʃ
3. xass
4. filfel 'aswad
5. filfel 'axδ̣ar
6. baamya
7. 'ila s-suug
8. hum
9. 'inta
10. ^{c}ali
11. il-mustanbat
12. hiya
13. 'inti
14. tizra^{c}iin
15. xyaar
16. 'intum
17. 'ana
18. 'il-'awlaad
19. jiḥḥ
20. 'intum
21. taʃuufuun il-xass
22. 'ana
23. 'il-baṭṭiix
24. 'il-beeδinjaan
25. huwa
26. salma
27. mḥammad wa ḥamad
28. il-luubya
29. il-jizar
30. il-malfuuf

Drill 16 Repetition - Addition

Example: T: 'ana ruḥt 'aʃtiri kitaab. 'I went to buy a book.'

S: ṭab^{c}an 'inta ruḥt tiʃtiri kitaab. 'ana ruḥt 'aʃtiri kitaab kamaan. 'Of course you (m.s.) went to buy a book. I went to buy a book too.'

1. 'ana ruḥt li'ajel aʃuuf 'ummii.
2. huwa raaḥ li'ajel yizra^{c} ṭamaat.
3. hiya miθl 'abuuha.
4. 'ana sama^{c}t ^{c}an il-maʃruu^{c}.
5. ḥinna sama^{c}na ^{c}an il-jaami^{c}a.
6. 'ana 'asma^{c} kalaam 'abuuya.
7. hum zara^{c}uu beeδinjaan il-'usbuu^{c} il-maaδ̣i.
8. huwa min ṭaraf il-ḥukuuma.
9. hum ṭabaxuu ^{c}eeʃ wa laḥam.
10. hiya ṭabaxat kibbi 'ams.

11. huwa iʃtara sayyaara 'ams.

12. hum saḥabuu fuluusahum min il-bank.

13. hiya darasat ᶜarabi sanateen.

14. niḥna ᶜarafna 'ism il-waziir.

15. huwa maa kaan juuᶜaan ams.

Drill 17 Question - Answer

Example: T: (hal) mumkin taᶜṭiini fuluus?

'Will you please give me (some) money?'

S: 'ana mit'assef. wallaahi maa ᶜindii fuluus.

'I am sorry. Gee, I don't have any money.'

('ana mit'assef 'I'm sorry')

1. mumkin taᶜṭiinii qalam?
2. mumkin taᶜṭiinii beeδ̣?
3. mumkin taᶜṭiinii malfuuf?
4. mumkin taᶜṭiinii jizar?
5. mumkin taᶜṭiina luubya?
6. mumkin taᶜṭiina fawaakeh?
7. mumkin taᶜṭiina ʃwayy gahwa?
8. mumkin taᶜṭiiha ᶜiʃriin doolar?
9. mumkin taᶜṭiiha xams kyaasaat ᶜeeʃ?
10. mumkin taᶜṭiiha kiilo ʃakar?
11. mumkin taᶜṭiihum is-sayyaara?
12. mumkin taᶜṭiihin fijel?
13. mumkin taᶜṭiihum sittmiyat diinaar?
14. mumkin taᶜṭiihin tisᶜiin doolar?
15. mumkin taᶜṭiinii baqlaawa?

Drill 18 Translation

1. This project is under the supervision of the University.
2. This is the man who came with us.
3. This is the woman who came with us.
4. This is the man (whom) we saw there.
5. This is the woman (whom) we saw there.
6. These are the boys (whom) we saw there.
7. These are the girls (whom) we saw there.
8. This girl looks like her father.
9. This house is like the house which we bought last year.
10. Good luck, Mohammad!
11. Good luck, Miryam!
12. Good luck, boys!
13. This is a greenhouse. I mean mustanbat in Arabic.
14. This is Greenhouse No. 1.
15. What is the number of this greenhouse?

UNIT 22

I. BASIC TEXT

qiṣṣat juḥa

'ismii ^{c}abd ir-raḥmaan. 'ana min ^{c}ammaan fi l-'urdun. halḥiin 'adrus fii jaami^{c}at teksas fii ostin. 'adrus 'ingliizi ḥawaali 'arba^c saa^{c}aat kull yoom. ṣaarlii 'adrus 'ingliizi ḥawaali 'arba^c 'aʃhur. ba^{c}dma 'axalleṣ min il-'ingliizi 'ariid 'adrus ṣiḥḥa fii haaδi l-jaami^{c}a. ba^{c}deen--mumkin ba^{c}d 'arba^c 'aw xams siniin--'abγa 'arja^c 'ila baladi wa 'aʃtaγel ma^c il-ḥukuuma fii wazaarat iṣ-ṣiḥḥa.

gabilma 'ajeet 'ila 'amriika kunt 'aʃtaγel mu^{c}allim ma^c wazaarat il-ma^{c}aaref. kunt 'adarres ^{c}arabi fii madrasat 'awlaad saγiira. kaan ʃuγlii ṣa^{c}b kaθiir wa maa kaanuu yidfa^{c}uun lii fuluus kaθiira.

^{c}indii ṣadiiq 'ismah sa^{c}iid. sa^{c}iid yadrus handasa fii jaami^{c}at 'arizoona fii tuuṣaan. gabel ʃahreen ruḥt 'azuur ṣadiiqi sa^{c}iid fii tuuṣaan. saafart bi ṭ-ṭayyaara. lamma waṣalt fii tuuṣaan 'istaqbalnii ṣadiiqii wa ^{c}aayiltah fi l-maṭaar.

fii tuuṣaan ʃufna jaami^{c}at 'arizoona wa matḥaf jaami^{c}at 'arizoona. ba^{c}deen ruḥna 'ila s-sinama wa ʃufna filem bi l-^{c}arabi 'ismah "'rajil wa mara'." kaan il-filem zeen.

ba^{c}dma raja^{c}na min is-sinama ṣadiiqii gaal lii "'ana ^{c}indii qiṣṣa ^{c}an juḥa. hal 'inta tariid tisma^{c}ha?" gult: "na^{c}am. 'ariid 'asma^c [illegible] 'ana 'aḥibb qiṣaṣ juḥa."

gaal: fii yoom min il-'ayyaam juḥa takallam ma^c in-naas wa

gaal lahum: hal ta^{c}rifuun ʃuu 'ariid 'aguul lakum?

gaaluu: laa. niḥna maa naᶜref.

gaal: zeen. 'iδa maa taᶜrifuun, 'iδan jahlakum 'aḥsan lakum. wa baᶜdeen raaḥ.

baᶜd 'ayyaam qaliila juḥa rajaᶜ wa gaal 'ila n-naas: hal taᶜrifuun 'illi 'ariid 'aguulah lakam?

gaaluu: naᶜam. naᶜref.

gaal: zeen. 'iδa kuntum taᶜrifuun, 'iδan maᶜrifatakum 'aḥsan lakum. wa baᶜdeen raaḥ.

baᶜd 'ayyaam qaliila juḥa rajaᶜ 'ila n-naas wa gaal lahum: hal taᶜrifuun ʃuu raayeḥ 'aguul?

nuṣṣ in-naas gaal: "naᶜam." wa n-nuṣṣ iθ-θaani gaal: laa

δ̣aḥak juḥa wa gaal:

'iδan 'illi yiᶜref minkum yaguul 'ila 'illi maa yiᶜref. wa raaḥ.

II. TRANSLATION

Juha's Story

My name is Abdul Rahman. I am from Amman in Jordan. I am now studying at Texas University in Austin. I study English about four hours daily. I have been studying English for four months. After I have finished with (studying) English, I want to study hygiene at this university. Later, probably in four or five years, I want to go back to my country and work for the government in the Ministry of Health.

Before I came to America, I was working as a teacher for the Ministry of Education. I was teaching Arabic at a small boys' school. My work was hard, and they did not pay me a lot of money.

I have a friend whose name is Said. Said is studying engineering at the University of Arizona in Tucson. Two months ago I went to visit my friend, Said, in Tucson. I traveled by plane. When I reached Tucson, my friend and his family received me at the airport.

In Tucson we saw the University of Arizona and the University of Arizona Museum. Then we went to the movies and saw a movie in Arabic, the name of which is "A Man and a Woman." The movie was good.

After we came back from the cinema, my friend said to me: "I have a story about Juha. Do you want to listen to it?" I said, "Yes, I like to listen to it. I like stories about Juha." He said, "One day, Juha spoke to the people and said to them:

"Do you know what I want to say to you?"

They said: "No, we don't know."

He said: "Fine. If you don't know, your ignorance is better for you." And he went away.

In a few days, Juha came back to the people and said to them: "Do you know what I am going to say to you?"

They said: "Yes, we do."

He said: "Fine. If you know, your knowledge is better for you." And he went away. In a few days, Juha returned to the people and said: "Do you know what I am going to say?" Half of the people said, "Yes," and the other half said, "No." Juha laughed and said: "Then he who knows tells the one who doesn't know."

And he went away.

III. VOCABULARY

'aʃhur	(pl. of ʃahar) months
'adarres	I teach
handasa	engineering; geometry (f.)
'azuur	I visit
waṣalt	I reached, arrived at (in)
'istaqbalnii	he received me
matḥaf	museum (m.)
qiṣṣa	story (m.)
qiṣaṣ	(pl. of qiṣṣa) stories
fii yoom min il-'ayyaam	once upon a time
naas	people (m.)
'iδa	if
jahl	ignorance (m.)
ma^{c}rifa	knowledge, knowing (f.)
δ̣aḥak	he laughed
'iδan	therefore, so

IV. ADDITIONAL VOCABULARY

'il-'amrikaan	the Americans (m.)
muusiiqa	music (f.)
maktaba	library (f.)
mariiδ̣	patient, sick person (m.)
maktuub	letter (m.)
sa'al	he asked
talavizyoon	TV (m.)
raadyoo	radio (m.)
'axbaar	news items; news
ʃayy	something, thing (m.)

V. GRAMMAR

1. In UNIT 16, V., 2 it was pointed out that gabilma 'before' and ba^{c}dma 'after' introduce time clauses, but not phrases. Examples were given with past tense verbs. Here are examples with present tense verbs and more examples with past tense verbs:

gabilma 'atkallam laazem 'a^{c}ref il-muʃkila.
'Before I speak, I must know the problem.'
ba^{c}dma yaruuḥ 'ila l-beet yistariiḥ ʃwayy.
'After he goes home, he rests for a while.'
gabilma darasat ^{c}arabi 'iʃtarat kitaab.
'Before she studied Arabic, she bought a book.'
ba^{c}dma ^{c}araf il-muʃkila takallam.
'After he knew the problem, he spoke.'
ba^{c}dma sakanna hunaak sanateen ḥabbeena l-balad.
'After we had lived there for two years, we liked the country.'

2. Verbs - Present Tense

Five present tense verbs are presented in this lesson. Their stems are: -darres- 'to teach', -wṣal- 'to reach, arrive at (in)', -δ̣ḥak- 'to laugh', -s'al- 'to ask' and -zuur- 'to visit.'

3. Verbs - Past Tense

The past tense stems of the verbs in 2. above are: darras- 'he taught', waṣal- 'he reached, arrived at (in)', δ̣aḥak- 'he laughed', sa'al- 'he asked' and zaar- 'he visited.' The conjugation of the first four is regular. zaar- 'he visited' is conjugated like gaal- 'he said.' (See UNIT 16, V, 1.)

huwa	zaar	'he visited'	'intum	zurtum
hum	zaaruu		'inti	zurti
hiya	zaarat		'intin	zurtin
hin	zaarin		'ana	zurt
'inta	zurt		niḥna	zurna

4. Sometimes the relative pronoun 'illi 'who, that; which; whom' is used without an antecedent to give the sentence in which 'illi is used a generalized meaning or a proverbial connotation. 'illi in this usage means 'he who.' The verb following 'illi is third person singular:

'illi yidrus yifham. 'He who studies understands.'

'illi yi^{c}ref yaguul 'ila 'illi maa ya^{c}ref.

'He who knows tells the one who doesn't know.'

'illi yiδ̣ḥak 'aaxer ʃayy yiδ̣ḥak 'aḥsan ʃayy.

'He who laughs last laughs best.'

VI. DRILLS

Drill 1 Variable Substitution

Base sentence: ṣaarlii 'adrus 'ingliizi ʃahar.

'I have been teaching English for a month.'

1. you (m.s.)
2. they (m.)
3. they (f.)
4. 2 months
5. 5 months
6. ṣiḥḥa
7. 'il-'amrikaan
8. 12 months
9. 11 months
10. 3 months
11. one year
12. two years
13. 5 years
14. work
15. fii 'abu δ̣abi

16. 10 months
17. faaṭma
18. saalem
19. 'awlaadi
20. 20 months
21. 10 days
22. 11 days
23. 100 days
24. 7 days
25. ḥinna
26. 12 years
27. 3 years
28. 3 months
29. 3 days
30. 11 days

Drill 2 Variable Substitution

Base sentence: 'ana 'adarres ᶜarabi. 'I teach Arabic.'

1. salma
2. niḥna
3. il-muᶜallimiin
4. handasa
5. 'intum
6. il-muhandisiin
7. 'inti
8. 'intin
9. ṣiḥḥa
10. 'isbanyooii
11. yuusef
12. hum
13. hin
14. 'inta
15. hiya

Drill 3 Double Substitution

'ana	'azuur	il-jaamiᶜa. 'I visit the university.'
ᶜali		'il-matḥaf.
ṣaaleḥ		'il-mustanbat
'in-naas		'il-maʃruuᶜ
'in-naas		'il-madiina
'il-muhandisiin		markaz il-buḥuuθ
'il-muhandes il-kiimaawi		markaz il-buḥuuθ
'il-muhandes il-mikaniiki		markaz il-buḥuuθ
'il-muhandes il-madani		'il-binaaya
'intum		'il-matḥaf
'il-'awlaad		'il-matḥaf
maryam		madrasat il-banaat
'ummi		madrasat il-banaat
'abuuya		madrasat il-'awlaad

'uxti	sadiiqataha
'axuuya	aṣdiqaa'ah

Drill 4 Double Substitution

a.

ba^{c}dma 'axalleṣ	'ariid 'aruuḥ hunaak.
'After I finish,	I want to go there.'
'awṣal	'aʃuuf ṣadiiqii
'aṭbax	'aakil
'adarres	'aʃrab gahwa
'ajii hini	'aʃuufak
'azuur il-mathaf	'astariiḥ
'awṣal il-'uteel	'atkallam ma^{c}ak
'asma^{c} il-qiṣṣa	'aδ̣ḥak
'azuur il-mariiδ̣	'arja^{c} 'ila l-beet
'awṣal il-beet	'asma^{c} muusiiqa
'azra^{c} il-luubya	'asgiiha
'azra^{c} in-nabaataat	'asgiiha
'aʃayyek iδ̣-δ̣aγṭ	'aʃuufak
'afham il-muʃkila	'aguul lak
'asma^{c} il-kalaam	'aʃuufak
'aḥaṣṣel fuluss	'aruuḥ ma^{c}ak
'aʃtari beet	'askin fiih
'aṭbax kibbi	'aʃtiri laḥam

b.

gabilma 'axalleṣ ʃuγlii	'abγa 'aruuḥ hunaak.
'Before I finish my work,	I like to go there.'
'aruuḥ min hini	'a^{c}ref il-muʃkila.

'azuur il-mathaf̣

'adarres ^{c}arabi

'aruuḥ hunaak

'awṣal il-beet

'azuur il-mariiδ̣

'asma^c ir-raadyoo

'aδ̣ḥak ma^{c}ak

'asaafer

'azuur il-maktaba

'aḥaṣṣel kitaab

'anaam ʃwayy

'aʃtiri tuffaaḥ

'a^{c}ref il-waqt

'aktib maktuub

'a^{c}ref leeʃ

'axalleṣ ʃuγlii

Drill 5 Double Substitution

a.

ba^{c}dma yixalleṣ ʃuγlah	yiriid yaruuḥ hunaak.
'After he finishes his work,	he wants to go there.'

Use substitutions from Drill 4 a. above.

b.

gabilma tixalleṣ ʃuγlaha	tibγa turuuḥ hunaak.
'Before she finishes her work,	she wants to go there.'

Use substitutions from Drill 4 b. above.

Drill 6 Repetition

a.

ba^{c}dma xallaṣ iʃ-ʃuγul	raaḥ hunaak.
'After he had finished his work,	he went there.'
raaḥ min hini	^{c}araf il-muʃkila.
'akal	'istaraaḥ ʃwayy
'ajaa hini	^{c}amal gahwa
fataḥ il-baab	bannad id-dariiʃa
'iʃtara s-sayyaara	ista^{c}malha
nimt	'akalt
ʃaγγalt il-makiina	ʃayyakt iδ̣-δ̣aγṭ

katabat il-maktuub	'iʃtarat qalam
sakanuu fi l-beet	dafaᶜuu fuluus
rajaᶜna	xallaṣna ʃuγlana
fahamat il-muʃkila	takallamat
ḥaṣṣalt beet	sakant fiih

b.

baᶜdma ṣirt mariiδ	nimt fi l-mustaʃfa.
'After I became sick,	I slept in the hospital.'
samaᶜt ᶜan il-maʃruuᶜ	ruḥt 'aʃuufah
zaraᶜt iṭ-ṭamaaṭ	sageetha
ṭabaxuu	'akaluu
iʃtareena sayyaara	istaᶜmalnaaha
saafarat	ʃaafat il-matḥaf

c.

baᶜdma 'akaltum	'istaraḥtum.
'After you (m.p.) had eaten,	you rested.'
ʃuft it-talavizyoon saᶜateen	nimt.
ʃaaf il-mudiir	takallam maᶜah.
ḥaṭṭeena l-fuluus fi l-bank	saafarna.
darasuu ᶜarabi	ᶜarafuu keef yiktibuun
ʃribt il-gahwa l-ᶜarabiyya	ḥabbeetha

Drill 7 Substitution

Substitute for muᶜallim 'teacher' the following items:

a. gabilma 'ajeet kunt 'aʃtaγel muᶜallim.

'Before I came, I was working as a teacher.'

1. muhandes
2. mudiir
3. muhandes madani
4. muhandes kiimaawi
5. musaaᶜed
6. sikriteer

7. muhandes ziraa^{c}i
8. fii wazaarat iṣ-ṣiḥḥa
9. fii ʃarikat il-batrool
10. ma^c il-ḥukuuma
11. muhandes mikaniiki
12. ra'iis iʃ-ʃarika

b. gabilma 'ajuu kaanu yiʃtaγeluun mu^{c}allimiin.

'Before they (m.p.) came, they were working as teachers.'

c. gabilma 'ajaa kaan yiʃtaγel mu^{c}allim.

'Before he came, he was working as a teacher.'

d. gabilma 'ajat kaanat tiʃtaγel mu^{c}allima.

'Before she came, she was working as a teacher.'

Drill 8 Variable Substitution

Base sentence: 'ana darrast ^{c}arabi. 'I taught Arabic.'

1. ṣaara
2. niḥna
3. 'il-mu^{c}allimiin
4. handasa
5. 'intum
6. il-muhandisiin
7. 'inti
8. 'intin
9. ṣiḥḥa
10. 'isbanyooli
11. ḥasan
12. hum
13. hin
14. 'inta
15. hiya

Drill 9 Double Substitution

'ana	zurt	il-jaami^{c}a.
'I	visited	the university.'
ḥseen		'il-matḥaf
ṣaaleḥ		'il-mustanbat
'in-naas		'il-maʃruu^c
'in-naas		markaz il-buḥuuθ
'il-muhandisiin		'il-madiina
'il-muhandis il-kiimaawi		'il-mustanbat
'il-muhandis il-mikaniiki		'il-mustanbat
'il-muhandis il-madani		'il-mustanbat

'intum	'il-matḥaf
il-'awlaad	'il-matḥaf
salma	madrasat il-banaat
'abuuya	madrasat il-'awlaad
'axuuya	'aṣdiqaa'ah
'ana	'aṣdiqaa'i

Drill 10 Transformation

Change to the past:

1. 'ana 'adarres ^{c}arabi xams marraat fi l-'usbuu^{c}.
2. huwa yidarres 'ingliizi bas.
3. hum yazuuruun matḥaf jaami^{c}at 'arizoona.
4. maryam tidarres ^{c}arabi 'ila l-'amrikaan.
5. 'inta tazuur il-mariiδ̣ fi l-mustaʃfa.
6. ḥinna nazuur il-mariiδ̣ fi l-mustaʃfa.
7. yuusef yiwṣal bukra is-saa^{c}a ^{c}aʃara l-masa.
8. hum yiwṣaluun ṭuuṣaan ba^{c}d ʃahreen.
9. huwa yiδ̣ḥak lamma yitkallam ma^{c} in-naas.
10. hal 'intum taδ̣ḥakuun?
11. jamiila taδ̣ḥak lamma tisma^{c} qiṣṣat juḥa.
12. 'il-'awlaad yiδ̣ḥakuun lamma yisma^{c}uun qiṣṣat juḥa.
13. 'ana kamaan aδ̣ḥak lamma 'asma^{c} qiṣṣat juḥa.
14. haδeel il-mu^{c}allimiin yidarrisuun ṣiḥḥa.
15. hal 'inti tidarrisiin handasa?
16. 'inta maa tidarres handasa kull yoom.
17. huwa yazuur il-mudiir fi l-maktab.
18. 'inti tazuuriin il-mu^{c}allima fi l-madrasa.
19. 'ana 'azuur il-maktaba bukra.
20. hal 'intum tazuuruun il-mariiδ̣ kull yoom?

Drill 11 Repetition

a.

1. 'iδa 'inta taruuḥ hunaak taʃuuf il-matḥaf.
2. 'iδa hiya tadrus ᶜarabi taᶜref titkallam ᶜarabi.
3. 'iδa hum yismaᶜuun il-qiṣṣa yiδḥakuun kaθiir.
4. 'iδa 'inta taʃuufah laa titkallam maᶜah.
5. 'iδa taʃuufahum laa taguul lahum ʃayy.
6. 'iδa 'inta juuᶜaan laazem taakil.
7. 'iδa huwa yiʃrab biira kaθiir yiṣiir mariiδ̣.
8. 'iδa 'inta tajii bukra 'aʃuufak 'inʃaallah.
9. 'iδa 'intin taʃuufin 'axuuya sallemin ᶜaleeh.
10. 'iδa 'intum taʃuufuun ᶜaayiltii sallemuu ᶜaleehum.

b. Translate:

1. If you (m.s.) see them, please send them my regards.
2. If you (f.s.) come with me, we will have coffee in the restaurant.
3. If you (f.p.) go to Abu Dhabi, you must see my friend.
4. If she is tired, she can rest here.
5. If you (m.p.) hear Juha's story, you will laugh a lot.
6. If it is hot and humid in the summer, I can't go there.
7. If you (m.s.) like to come with me, you are welcome.
8. If the book is very expensive, I can't buy it.
9. If he wants to study Arabic, he is welcome.
10. If you (f.p.) find a book about the Middle East, you must buy it.

Drill 12 Deduction

Deduce from the statement the teacher gives what fits the meaning: Examples:

T: huwa maa 'akal il-yoom. 'He has not eaten today.'

S: 'iδan huwa juuᶜaan. 'Therefore, he is hungry.'

T: 'ana taᶜbaan kaθiir. 'I am very tired.'

S: 'iδan laazem tistariiḥ. 'Therefore, you (m.s.) have to rest.'

1. huwa maa 'ajaa 'ams.
2. 'ana maa 'iʃtaɣalt il-yoom.
3. maryam juuᶜaana kaθiir.
4. ṣadiiqii saalem mariiδ̣.
5. haaδi l-bint darasat ᶜarabi sanateen.
6. iṭ-ṭayyaara maa waṣalat.
7. ṣaarlii 'adrus ᶜarabi sanateen.
8. haaδi s-sayyaara 'aḥsan min haδiitʃ.
9. haδeel il-'awlaad laazem yaʃuufuun iṭ-ṭabiib.
10. 'in-naas maa yaᶜrifuun ʃuu juḥa yariid yaguul lahum.
11. 'in-naas yaᶜrifuun ʃuu yariid juḥa yaguul lahum.
12. ᶜabdalla maa 'ajaa 'ila ṣ-ṣaff 'ams.
13. salma fi l-mustaʃfa.
14. 'ana maa katabt maktuub 'ila 'abuuya.
15. darajat il-ḥaraara ᶜaalya l-yoom.
16. 'il-'awlaad maa fahamuu.
17. 'il-jaww ḥaarr il-yoom.
18. 'ana raayeḥ 'ila 'abu δ̣abi l-yoom.
19. zawijtii ṭabaxat 'akel ᶜarabi.
20. 'abuuhum mariiδ̣ fi l-mustaʃfa.

Drill 13 Double Substitution

'illi yinaam	yistariiḥ.
'He who sleeps	rests.'
yiʃtaɣel	yaaxiδ fuluus.
yadrus ᶜarabi	yiᶜref yitkallam ᶜarabi
yiʃtaɣel 'aḥsan	yaaxiδ fuluus 'akθar

yaruuḥ hunaak

δ̣ahak

daras

ʃaaf it-talavizyoon

yazuur il-mariiδ̣

yiδ̣ḥak 'aaxer ʃayy

yiḥibb in-naas

yaruuḥ fi d-daaxel

yiʃayyek iδ̣-δ̣aγṭ

taḥt

yaʃuuf il-mustanbat

faham il-qiṣṣa

ᶜaraf kull ʃayy

samaᶜ il-'axbaar

yaaxiδ maᶜah ʃayy

yiᶜref kull ʃayy

'in-naas yiḥibbuunah

yiᶜref kam ir-ruṭuuba

yaguul lak

yigdar yaguul lak

Drill 14 Combination

Examples:

haaδa walad. 'il-walad kaan mariiδ̣.

'This is a boy. The boy was sick.'

haaδa huwa l-walad 'illi kaan mariiδ̣.

'This is the boy who was sick.'

haaδi bint. 'ana darrast il-bint ᶜarabi.

'This is a girl. I taught the girl Arabic.'

haaδi hiya l-bint 'illi darrastaha ᶜarabi.

'This is the girl (whom) I taught Arabic.'

1. haaδi mara. 'il-mara zaarat il-matḥaf.
2. haaδi bint. 'ana zurt il-bint fi l-beet.
3. haaδa rajil. 'ir-rajil waṣal min 'abu δ̣abi 'ams.
4. haaδi bint. 'il-bint zaraᶜat beeδinjaan.
5. haaδi bint. 'ana darrast il-bint ᶜarabi.
6. haaδa muhandis. 'il-muhandis yiʃayyek il-makiina.
7. haaδa muhandis. 'il-muhandis yiʃtari in-nabaataat.

8. haaδi mara. 'il-mara tiṭbax 'akel ṭayyeb.
9. haaδa sikriteer. 'ana ʃuft is-sikriteera fi l-maktab.
10. haaδi bint. 'il-bint raayeḥa tadrus fi l-jaami^{c}a.
11. haδeel muhandisiin. 'il-muhandisiin raayeḥiin yiʃtaγeluun taḥt 'iʃraaf il-ḥukuuma.
12. haaδa mu^{c}allim. il-mu^{c}allim a^{c}ṭaanii kitaab ^{c}arabi.
13. haaδa mu^{c}allim. il-mu^{c}allim darrasnii ^{c}arabi sanateen.
14. haaδa mudiir. il-mudiir ^{c}amal il-maʃruu^c.
15. haaδa waziir. il-waziir zaar il-baḥreen.

Drill 15 Substitution

S_1 substitutes a suffixed pronoun for the noun in the following sentences. S_2 makes a response.

Example: T: sallem ^{c}ala mḥammad. 'Send my regards to Mohammad.'

S_1: sallem ^{c}aleeh. 'Send him my regards.'

S_2: 'allah yisallmak. 'May God keep you (m.s.) safe.'

1. sallem ^{c}ala ^{c}abdalla.
2. sallem ^{c}ala l-^{c}aayla.
3. sallem ^{c}ala l-'awlaad.
4. sallem ^{c}ala ḥamad.
5. sallem ^{c}ala ʃ-ʃeex zaayed.
6. sallem ^{c}ala id-daxtoor jum^{c}a.
7. sallem ^{c}ala ʃeexa.
8. sallem ^{c}ala salma.
9. sallem ^{c}ala ṣaaleḥ.
10. sallem ^{c}ala 'abuuk.
11. sallem ^{c}ala 'ummak.
12. sallem ^{c}ala ^{c}aayiltak.
13. sallem ^{c}ala l-banaat.
14. sallem ^{c}ala l-mudiir.
15. sallem ^{c}ala l-mu^{c}allim.
16. sallem ^{c}ala l-'asdiqa.
17. sallem ^{c}ala l-^{c}aayla.
18. sallem ^{c}ala saalem.
19. sallem ^{c}ala ^{c}abd ir-raḥmaan
20. sallem ^{c}ala salmaan.

Drill 16 Translation

1. This is greenhouse No. 3.
2. What is the number of your house?

3. What is the number of the engine which is inside?
4. Inside the greenhouse the relative humidity is high. It is higher than the humidity outside. I mean more than the humidity of the atmosphere.
5. This pencil is better than that pencil.
6. But this pencil is the best.
7. These houses are better than those houses.
8. I want the best thing.
9. We need a car so that we can go to the sea.
10. The sea is rather salty.
11. Please show me the new book you bought.
12. I can't show you that book because I gave it to the director.
13. This boy looks like his father.
14. This project is under the supervision of the government.
15. This project which is under the supervision of the Ministry of Agriculture is useful.
16. Good luck, Mohammad!'
17. Good luck, Nancy!'
18. I said to them, "Good luck to you all!"
19. What's the news today? I don't have any news.
20. I like to watch TV and listen to some music before I write a letter to my friend who works in the library.

Drill 17 Reproduction

Tell Juha's story as related in this lesson.

ARABIC - ENGLISH GLOSSARY

'

'aakil	I eat
'aaxer	the last
'aazen	(imper.) weigh!
'abu δ̣abi	Abu Dhabi
'abuu	father (m.)
'abuuha	her father
'abuuya	my father
'abyaδ (f. bėeδ̣a)	white
'a^{c}jabathum	they (m.p.) liked it (f.s.)
'a^{c}jabatk	you (m.s.) liked it (f.s.)
'a^{c}jabatkum	you (m.p.) liked it (f.s.)
'a^{c}jabatna	we liked it
'a^{c}jabatnii	I liked it
'a^{c}la (min)	higher (than)
'a^{c}ṭaa	he gave
'a^{c}ṭeet	I gave
'a^{c}ṭii	(imper.) give!
'adarres	I teach
'adfa^c	I pay

'adrus	I study
'afham	I understand
('ana) 'agdar	(I) can...
'aḥibb	I like, love
'aḥmar (f. ḥamra)	red
'aḥsan	better
'aḥtaaj	I need
'ajaa	he came
'ajii	I come
'akalna	we ate
'akbar	(with foll. N) the biggest; the oldest; the largest
'akil	food (m.)
'aktib	I write
'al-	(article prefix) the
'al-'aḥad	Sunday
'al-'aḥad il-maaδ̣i	last Sunday
'al-'arba^{c}a	Wednesday
'al-'iθneen	Monday
'al-'urdun	Jordan (f.)
'al-'usbuu^c il-maaδ̣i	last week
'al-^{c}iraaq	Iraq (f.)

'

'al-jazaa'ir	Algeria (f.)
'al-kweet	Kuwait (f.)
'allaah	God (m.)
'al-maγreb	Morocco (m.)
'al-qaahira	Cairo (f.)
'al-quds	Jerusalem (f.)
'al-xaliij 'il-ᶜarabi	the Arabian Gulf (m.)
'al-xamiis	Thursday
'al-yoom	today
'amriika	America (f.)
'amrikaani	American (m.)
'ams	yesterday
'ams il-masa	yesterday evening
'ams iṣ-ṣubḥ	yesterday morning
'ams iδ̣-δ̣uhr	yesterday at noon
'ana	I
'anaam	I sleep
'arbaᶜa	four
'arbaᶜiin	forty
'arbaᶜmiya	four hundred
'arbaᶜṭaᶜʃ	fourteen
'ariid	I want, like

'asḥab	I withdraw (money); I pull
'askin	I live, dwell
'as-sana l-maaδ̣iya	last year
'aswad (f. sooda)	black
'aṣdiqaa'ii	my friends (m.)
'aṣfar (f. ṣafra)	yellow
'aṣ-ṣeef	summer (m.)
'aʃayyek	I check
'aʃhur	(pl. of ʃahar) months
'aʃ-ʃahr il-maaδ̣i	last month
'aʃ-ʃita	winter (m.)
'atkallam	I speak, talk
'aṭbax	I cook
'aθ-θalaaθa	Tuesday
'aw	or (conj.)
'awlaad	(pl. of walad) boys; children, sons
'awwal	first (m.)
'axalleṣ	I finish, complete
'axbaar	news items; news
'axδ̣ar (f. xaδ̣ra)	green
'axuu	brother (m.)
'axuuya	my brother

'

'ayya	what, which
'ayyaam	(pl. of yoom) days
'azrag (f. zarga)	blue
'azuur	I visit
'id-daaxel	the inside (m.)
'iftaḥ	(imper.) open!
'iiraan	Iran, Persia (f.)
'ikil	(imper.) eat!
'iktib	(imper.) write!
'il-'amrikaan	the Americans (m.)
'ila	(prep.) to
'ilak	to you, for you (m.s.)
'il-^{c}arab	the Arabs (m.)
'il-jaww	the atmosphere (m.)
'illaa rub^{c}	quarter to
'illii	(relative pronoun) who, that; which; whom
'il-masa	the evening (m.); in the evening
'il-xaarej	the outside (m.)

'imaara	emirate, sheikhdom (f.)
'imʃii	(imper.) walk!
'ingliizi	English (lang.)
'inʃaalla	If God wills
'inta	you (m.s.)
'inti	you (f.s.)
'intin	you (f.p.)
'ir-ruṭuuba n-nisbiyya	relative humidity (f.)
'isbanyooli	Spanish (lang.) a Spaniard
'isḥab	(imper.) pull!
'ism	name (m.)
'ismaḥ lii	excuse me (m.)
'ista^{c}mel	(imper.) use!
'istaqbalnii	he received me
'istaraḥna	we rested
'istriiḥ	(imper.) take a rest!
'iṣ-ṣaḥiiḥ	the truth (m.)
'iʃraaf	supervision (m.)
'iʃ-ʃarq il-'awṣaṭ	the Middle East (m.)
'iṣ-ṣubḥ	in the morning; morning (m.)
'iʃtaγal	he worked
'itfaδ̣δ̣al	(imper.) get in!

'

'iθneen	two
'iδa	if
'iδan	so, therefore
'iδ̣-δ̣uhr	noon, noontime (m.); at noon
'umm	mother (f.)
'usbuu^{c}	weak (m.)
'uteel	hotel (m.)
'uxt	sister (f.)

B

baab	door (m.)
baaba γanuuj	baked eggplant mixed with sesame seed oil, served as an appetizer (m.)
baamya	okra (f.)
baarid	cold (m.)
baaqi	rest, remainder (m.)
ba^{c}d	after; in (with time expression)
ba^{c}d iδ̣-δ̣uhr	in the afternoon
ba^{c}deen	later; then
ba^{c}dma	(conj.) after
ba^{c}iid (^{c}an)	far away (from)
baḥar	sea (m.)
balad	country; city, town (f.)
banaat	(pl. of bint) girls
bank	bank (m.)
banned	(imper.) close! stop (engine)!
baqlaawa	baklava (f.)
bariid	mail; post (m.)
baγa	he wanted
baγeena	we wanted
baγeet	I wanted
bas	only
batrol	petroleum (m.)
baṭṭiix	cantaloupes (m.)
baxʃiiʃ	tip (m.)
beet	house, home (m.)
beeδinjaan	(coll.) eggplant (m.)
beeδinjaana	an eggplant (m.)
beeδ̣	(coll.) eggs (m.)
beeδ̣a	an egg (f.)
bi	for (price); by, by means of

B

binaaya	building (f.)
binni (f. binniyya)	brown
bint	girl (f.)
binti	my daughter
baḥθ	research (m.)
buḥuuθ	(pl. of baḥθ) researches
bukra	tomorrow
burtaqaal	(coll.) oranges (m.)
burtaqaala	an orange (f.)
burtaqaali (f. burtaqaaliyya)	orange

C

^{c}aalii	high (m.)
^{c}aalya	high (f.)
^{c}aaʃir	tenth (m.)
^{c}ala	(prep.) upon, on
^{c}aleek	on, upon you (m.s.)
^{c}aleetʃ	on, upon you (f.s.)
^{c}amal	work, job (m.)
^{c}amal	he made; he did
^{c}an	(prep.) about
^{c}arabi	Arabic (lang.); an Arab (m.)
^{c}araf	he knew
^{c}aʃara	ten
^{c}aayla	family (f.)
^{c}aayiltii	my family
^{c}eeʃ	rice (m.)
^{c}indak	you (m.s.) have, possess, own
^{c}indii	I have, possess, own
^{c}iʃriin	twenty
^{c}umr	age (m.)
^{c}umraha	her age

D

daftar	notebook (m.)
daraja	degree; step (f.)
darajat il-ḥaraara	temperature (f.)
daras	he studied
dariiʃa	window (f.)
darzan	dozen (m.)
daxtoor (f. daxtoora)	doctor

D

daxtoor 'asnaan	dentist (m.)
daxtoorat 'asnaan	dentist (f.)
diinaareen	two dinars
dimaʃq	Damascus (f.)
dubayy	Dubai (f.)

F

fahamt	you (m.s.), I, understood
fataḥ	he opened
fatteʃ ᶜalaa	(imper.) look for!
fawaakeh	fruits (f.)
fii	(prep.) in
fii yoom min il-'ayyaam	once upon a time
fijel	(coll.) radishes (m.)
fijela	a radish (f.)
filem	film, movie (m.)
filfel	(coll.) peppers (m.)
filfela	a pepper (f.)
foog	up; above
fuluus	money (f.)
furṣa	opportunity (f.)

G

gabil	(prep.) before
gabil sana	a year ago
gabilma	(conj.) before
gahwa	coffee (m.)
gult	I said
guul	(imper.) say!
guul lii	say to me, tell me

H

haaδa	this (m.)
haaδi	this (f.)
hal?	interrogative particle (yes/no questions)
halḥiin	now
handasa	engineering; geometry (f.)
haδaak	that (m.s.)
haδeel	these (m. or f.)
haδiitʃ	that (f.s.)
hin	they (f.p.)
hini	here
hiya	she; it (f.)
hum	they (m.)
hunaak	there; over there
huwa	he; it (m.)

Ḥ

ḥạạf	dry (m.)
ḥaakem	ruler (m.)
ḥaal	condition, state (m.)
ḥaalitʃ	your (f.s.) condition
ḥaarr	hot (m.)
ḥaaδ̣ir	all right
ḥabb	he liked, loved
ḥabbeet	I liked, loved
ḥafiiz	office (m.)
ḥaliib	milk (m.)
ḥamd	praise (m.)
ḥaraara	heat (f.); temperature
ḥaṭṭ	he put
ḥawaali	about, approximately
ḥayaa	life (f.)
ḥayaatii	my life
ḥazza	time (f.)
ḥda^{c}ʃ	eleven
ḥijra	room (f.)
ḥinna, niḥna	we
ḥukuuma	government (f.)
ḥummoṣ	crushed chick peas (garbanzoes) used as an appetizer (m.)
ḥuṭṭ	(imper.) put! place!

J

jaami^{c}a	university (f.)
jaay (min)	coming (from) sent by (m.)
jadiid	new (m.)
jahl	ignorance (m.)
jamiil	beautiful, handsome (m.)
janṭa	bag (f.), suitcase
jibin	cheese (m.)
jiddaam	(prep.) in front of
jiḥḥ	(coll.) watermelons (m.)
jiḥḥa	a watermelon (f.)
jizar	(coll.) carrots (m.)
jizara	a carrot (f.)
juu^{c}aan	hungry (m.)

K

kaan	it (m.), he, was
kaateb	clerk (m.)
kabaab	kabob (m.)
kabiir	big; old; large (m.)
kalaam	talk (m.)
kalifoornya	California (f.)
kam?	how many? how much?
kam 'is-saa^{c}a?	what time is it?
kam ^{c}umrak?	how old are you? (m.s.)
kam yiṣiir?	how much is it?
kamaan	also, too
katab	he wrote
kaθiir	a lot of; much; very
keef?	how?
kiilo	kilogram (m.)
kiimaawi	chemical (m.)
kitaab	book (m.)
kull (il-^{c}aayla)	all of, the whole of (the family)
kull (yoom)	every, each (day)
kullahum	all of them (m.p.)
kullakum	all of you (m.p.)
kullana	all of us
kunt	I was
kursii	chair (m.)
kyaas	unit of weight = 2 lbs. approx.

L

laa	no
laa taakil	don't eat! (m.s.)
laazem	it is necessary that; must; should; have to
laazem takuun	she, it should be (f.)
laazem yakuun	he, it should be (m.)
labnaan	Lebanon (f.)
laḥam	(coll.) meat (m.)
laḥama	a piece of meat (f.)
lamma, mata	when, as soon as
leel	night(time), evening (m.)
leeʃ?	why?

L

leet	light (m.)
li-	for, to belonging to
li'ajel	for the purpose of, for, in order to, to
li'an	because
lii	for me
liibya	Libya (f.)
liira	Lebanese pound = $.30 approx. (f.)
loon	color (m.)
luɣa	language (f.)
luubya	beans (f.)

M

maa	(with foll. verb) negative particle
maaleḥ	salty (m.)
maanillaah	God's protection
ma^c	with
ma^{c}rifa	knowledge (f.)
madani	civil (m.)
madiina	city (f.)
madrasa	school (f.)
makiina	engine, machine (f.)
maktab	office (m.)
maktaba	library (f.)
maktab il-bariid	the post office
maktuub	letter (m.)
malfuuf	(coll.) cabbage (m.)
malfuufa	a cabbage (f.)
man	who?
mara	woman (f.)
marḥaba	hello, hi
marḥabateen	hello, hi (lit. 'two hi's')
mariiδ̣	patient, sick person (m.)
mariiδ̣	sick (m.)
markaz	center (m.)
marra	once (f.)
masa	evening, night (m.)
maṣer	Egypt (f.)
maʃruu^c	project (m.)
mata?	when?
matḥaf	museum (m.)
maṭaar	airport (m.)
maṭ^{c}am	restaurant (m.)

M

maw^{c}id	appointment (m.)
mayy	water (m. or f.)
mikaniiki	mechanical (m.)
milḥ	salt (m.)
min	from
min faδ̣lak	if you (m.s.) please
min ṭaraf	from; sent by (lit. 'from the side of')
mitzawwej	married (m.)
miθel, miθl	such as; like
miya	one hundred
miyateen	two hundred
mooz	(coll.) bananas (m.)
mooza	a banana(f.)
mu^{c}allim (f. mu^{c}allima)	teacher
mudiir (f. mudiira)	director, manager
mufiid	useful(m.)
muhandis (f. muhandisa)	engineer
mumkin	perhaps, maybe
(hal) mumkin...?	Is it possible that?
musaa^{c}ed	assistant (m.)
mustanbat	greenhouse (m.)
mustanbataat	(pl. of mustanbat) greenhouses
mustaʃfa	hospital (m.)
muʃ	(with foll. noun or phrase) not
muʃkila	problem (f.)
muwaffaq	good luck (lit. 'lucky')
muwaδδaf (f. muwaδ̣δ̣afa)	employee

N

naam	(imper.) sleep! go to bed!
naam	he slept
naas	people (m.)
nabaat	plant (m.)
nabaataat	(pl. of nabaat) plants
na^{c}am	yes
naδ̣iif	clean (m.)
nazra^c	we plant
nazzel	(imper.) lower down!
niḥna	another form of ḥinna 'we'
nuṣṣ	half (m.)

N

nuṣṣ il-leel	midnight; half the evening
pamp	pump (f.)
pampaat	(pl. of pamp) pumps

Q

qadiim	old; ancient; old (timer) (m.)
qalam	pen, pencil (m.)
qaliil	little; few, not much (m.)
qaṣiir	short; low
qaṭar	Qatar (f.)
qawii	strong (m.)
qiṣaṣ	(pl. of qiṣṣa) stories
qiṣṣa	story (f.)

R

raabi^c	fourth (m.)
raadyoo	radio (m.)
raaḥ	he went
ra'iis	boss; president of a university or a state (m.)
rabbet beet	housekeeper (f.)
raja^c	he returned
rajil	man (m.)
ramaadi (f. ramaadiyya)	gray
raqam	number (m.)
raṭib	wet (m.)
raxiiṣ	cheap (m.)
rub^c	quarter (m.)
ruḥt	I went
ruuḥ	(imper.) go!

Y

γaali	expensive (m.)

S

sa'al	he asked
saabi^c	seventh (m.)
saa^{c}a	hour; clock; watch (f.)
saa^{c}ed	(imper.) help!
saadis	sixth (m.)
saba^{c}miya	seven hundred
saba^{c}ṭa^{c}ʃ	seventeen
sab^{c}a	seven
sab^{c}iin	seventy

s

sa^{c}iid (f. *sa^{c}iida*)	happy
saḥab	he pulled; withdrew (money)
sakan	he lived
salaam	peace (m.)
salaama	safety (f.)
sallem ^{c}ala	(imper.) send my (our) regards to!
sama^{c}t (^{c}an)	I heard (about); I heeded
sana (f.)	year (f.)
sanawaat	(pl. of *sana*) years
sayyaara	car (f.)
sayyid	Mr. (m.)
sayyida	Mrs. (f.)
sikriteer (f. *sikriteera*)	secretary
sinama	cinema (f.)
siniin	(pl. of *sana*) years
sitmiya	six hundred
sitta	six
sittiin	sixty
siṭṭa^{c}ʃ	sixteen
suug	market (m.)
suurya	Syria (f.)

ṣ

ṣaar	he became
ṣaarlii...	I have been...
ṣa^{c}ba	difficult, hard (f.)
ṣadiiq	friend (m.)
ṣaff	class (m.)
ṣabaaḥ	morning (m.)
ṣaḥiiḥ	true (m.)
ṣalaṭa	salad (f.)
ṣaγiir (f. *ṣaγiira*)	small, young
ṣiḥḥa	health (f.)

ʃ

ʃaal	he lifted, carried
ʃaay	tea (m.)
ʃahar	month (m.)
ʃakar	sugar (m.)
ʃarika	company (f.)
ʃaγγel	(imper.) turn on! start!
ʃayy	something; thing (m.)
ʃeex	sheikh (m.)
ʃiil	(imper.) lift! raise!
ʃilt	I lifted, raised

ʃ

ʃireb	he drank
ʃribna	we drank
ʃufna	we saw
ʃuγul	work (m.)
ʃukran	thank you
ʃuu?	what?
ʃwayy	a little (bit)

T

taasi^{c}	ninth (m.)
ta^{c}aalii	come! (imper.) (f.s.)
ta^{c}baan	tired (m.)
ta^{c}ref	she knows; you (m.s.) know
taḥt	(prep.) under;below
tajii	she comes; you (m.s.) come
tajiin	you (f.s.) come
tajuun	you (m.p.) come
talavizyoon	TV (m.)
talafoon	telephone (m.)
tirja^{c}	she comes back; you (m.s.) come back
tasguun	you (m.p.) water, irrigate
teebel	table (f.)
tibγiin	you (f.s.) want
ti^{c}mal	she makes,does; you (m.s.) make, do
tidfa^{c}	she pays; you (m.s.) pay
tidfa^{c}iin	you (f.s.) pay
tidfa^{c}uun	you (m.p.) pay
tisa^{c}ṭa^{c}ʃ	nineteen
tis^{c}a	nine
tis^{c}iin	ninety
tisi^{c}miya	nine hundred
tiʃrab	she drinks; you (m.s.) drink
tiʃtiri	she buys; you (m.s.) buy
titkallam	you (m.s.) speak; she speaks
tkallam	(imper.) speak!
trawwiinii	you (m.s.) show me; she shows me
triid	you (m.s.) want; she wants

T

triidiin	you (f.s.) want
triiduun	you (m.p.) want
truuḥ	you (m.s.) go; she goes
truuḥiin	you (f.s.) go
tisaafer	you (m.s.) travel
tuffaaḥ	(coll.) apples (m.)
tuffaaḥa	an apple(f.)
tuunis	Tunisia (f.)

Ṭ

ṭab^{c}an	certainly; of course
ṭahraan	Teheran (f.)
ṭamaaṭ	tomatoes (f. or m.)
ṭaqs	weather (m.)
ṭawiil	tall; long (m.)
ṭawiil il-^{c}umr	may he live long!
ṭayyaara	airplane(f.)
ṭayyeb	delicious (m.)

θ

θaaliθ	third (m.)
θaamin	eighth (m.)
θaanii	second (m.)
θalaaθa	three
θalaaθiin	thirty
θalaθmiya	three hundred
θalaṭṭa^{c}ʃ	thirteen
θamaaniin	eighty
θamaanya	eight
θamanmiya	eight hundred
θamanṭa^{c}ʃ	eighteen
θna^{c}ʃ	twelve

δ

δahabi (f. δahabiyya)	gold

δ̣

δ̣a^{c}iif	thin; weak (m.)
δ̣aḥak	he laughed
δ̣aruuri	necessary (m.)
δ̣aγṭ	pressure (m.)
δ̣eef	guest (m.)
δ̣uyuuf	guests (m.)

W

wa, w	(conj.) and
waaḥed	one (m.)
waaḥed min	one of
walaakin	but
walad	boy; child; son (m.)
wallaahi	gee!by God!
waqt	time (m.)
wara, xalf	behind
waṣalt	I reached, arrived at (in)
waṣex	dirty (m.)
wazaara	ministry(f.)
wazaarat il-maaliyya	Ministry of Finance (f.)
wazaarat il-batrool	Ministry of Petroleum (f.)
wazaarat il-maᶜaaref	Ministry of Education (f.)
wazaarat iṣ-ṣiḥḥa	Ministry of Health (f.)
waziir	minister(m.)
ween?	where?
ween msaafer?	Where are you traveling(m.s.)?
wilaaya	state (f.)

X

xaamis	fifth
xalf, wara	behind
xamsa	five
xamsiin	fifty
xamsmiya	five hundred
xamsṭaᶜʃ	fifteen
xass	(coll.) lettuce (m.)
xassa	a head of lettuce (f.)
xiδ̣ar	vegetables (f.)
xuδ	(imper.) take!
xuδnii	(imper.) take me!
xyaar	(coll.) cucumbers (m.)
xyaar	a cucumber (f.)

Y

yaa	(vocative particle) O!
yaᶜnii	that is to say; I mean...
yiḥaṣṣel	he finds; he gets
yisallem	he protects; he keeps safe
yiṣiir	he, it (m.) becomes; changes into

Y

yitkallam	he speaks
yiṭbax	he cooks
yoom	day (m.)
yoom il-xamiis	on Thursday
yoom is-sabt	on Saturday

Z

zawijtii	my wife
zawja	wife (f.)
zeen	fine, good (m.); O.K.
zibda	a bar of butter (f.)
zibid	(coll.) butter (m.)
ziraa^{c}a	agriculture (f.)
ziraa^{c}ii	agricultural (m.)